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ABSTRACT

The distributive education program for grades 7 to 12 is organized around three career education phases: the career education phase (grades 7-10), the distributive phase (grade 11), and the competency cluster phase (grade 12). The grade 11 syllabus provides a six-page introduction which covers scheduling, cooperative work experience, the school store, student clubs, facilities and equipment, teacher certification, and the philosophy of the course. Each of the approximately 150 modules presents behavioral objectives, topics, content and instructional areas, teaching suggestions and student activities correlated with occupational clusters, and evaluation criteria correlated with behavioral objectives. The modules are organized according to the following headings: function, scope and trends of marketing; career opportunities; product information; buying merchandise; merchandise mathematics; marketing research; sales promotion; communications; personal selling; credit and collections; human relations; recordkeeping, manual and automatic data processing; business and government relations, and marketing management. An 18-page multimedia bibliography lists books, periodicals, films, and filmstrips covering the various facets of distributive education. (JR)

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Douglas T. Adamson

FOREWORD

In June 1971, the following representatives of occupational clusters in distribution and ma
Albany to determine the trends in their fields and their implications for change in curriculum

- Mr. Bernard Allanson, President, N.Y.S. Council of Retail Merchants - *General Merchandis*
- Mr. Hobson Chinnis, Sales Manager, The Concord Hotel - *Hotel and Lodging,*
- Mr. Alexander A. Courtney, President, Tri-Cities Manpower - *Management,*
- Mr. Ralph P. DuPont, Executive Secretary, Albany Board of Realtors - *Real Estate,*
- Miss Kathryn G. Karl, Assistant Vice President, State Bank of Albany - *Finance and Credi*
- Mr. Herve Larche, Manager, American Airlines - *Transportation,*
- Dr. Robert Miller, SUNY at Albany and former advertising executive - *Advertising,*
- Mr. John Moran, Personnel Director, Central Markets - *Food Distribution,* and
- Mr. Morris Poummit, Chairman of The Board, The Colad Corp. - *Wholesaling.*

In July 1971, the following Coordinators of Distributive Education met in Albany:

- Mrs. Anita Alcabes of Long Beach High School,
- Mr. Malvin Cutler of the N.Y. City Board of Education,
- Mr. Norman Elson of Guilderland Central High School,
- Mr. Paul Miller of Kensington High School, Buffalo,
- Mr. Robert Pierson of Bethlehem Senior High School, Delmar,
- Mr. Robert Pucci of Sanford Calhoun High School, Merrick,
- Dr. Edwin Schultheis of North Babylon High School,
- Mr. Harmon Sweet of James Sperry High School, Henrietta, and
- Mr. Herman Zimmering of Valley Stream Central High School.

This committee used the grid of marketing functions correlated by the previous committee with U.
distributive occupations to determine priorities and emphases for the one-year course. They dec
modules and selected topics to be written in each module.

The employers and educators listed above were invaluable in structuring the 14 modules upon
and educational theory and practice. However, the writers had the arduous and lengthy task of c

- the student behavioral objectives correlated with the topics, content, and instructional
- the teaching suggestions and student activities correlated with the occupational cluster
- the evaluation techniques correlated with the behavioral objectives.

FOREWORD

ollowing representatives of occupational clusters in distribution and marketing met in trends in their fields and their implications for change in curriculum

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is, Sales Manager, The Concord Hotel - *Hotel and Lodging*,
Courtney, President, Tri-Cities Manpower - *Management*,
ont, Executive Secretary, Albany Board of Realtors - *Real Estate*,
Karl, Assistant Vice President, State Bank of Albany - *Finance and Credit*,
, Manager, American Airlines - *Transportation*,
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ioral objectives correlated with the topics, content, and instructional areas,
estions and student activities correlated with the occupational clusters, and
chniques correlated with the behavioral objectives.

Over a two-year period, the following persons were involved in writing and rewriting the mo

- Mr. John Bellantoni of Edgemont High School, Scarsdale,
- Mr. Edwin Bernard of Eastridge High School, Irondequoit,
- Mrs. Donna Clement formerly of Shaker High School, Latham,
- Mr. John McCracken of Williamsville South High School,
- Mr. Paul Miller of Kensington High School, Buffalo,
- Dr. Edwin Schultheis of North Babylon High School, Long Island,
- Mr. Wesley Scott of Herricks High School, New Hyde Park, and
- Mr. Harmon Sweet of James Sperry High School, Henrietta.

Associates John J. Brophy and William C. Plimley of the Bureau of Distributive Educati of the Bureau of Secondary Curriculum Development supervised the development of the modules manuscript for publication.

G. Earl Hay, *Supervisor*
Vocational Curriculum Unit
Bureau of Secondary Curriculum D

Gordon E. Van Hooft, *Director*
Division of Curriculum Development

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Bureau of Secondary Curriculum Development

, *Director*
lum Development

MESSAGE TO THE INSTRUCTOR

Young men and women in the high schools of New York State have been preparing for careers i
distribution since the distributive education program was initiated in 1938 under the provisions
Dean Act. Approximately 40,000 high school students are enrolled in occupational programs desig
them with the knowledge, skills, and competencies needed for immediate employment or to continue
in collegiate marketing programs. 650 teachers in comprehensive high schools and area occupati
New York State offer one- and two-year distributive education programs. They use classroom-labo
cooperative work experiences, curriculum-related student club activities, school store operation
tional projects in the business community to improve and maintain the quality of their instructi

Distribution and marketing for the 11th grade is the subject matter of an occupational pre
for persons interested in employment primarily in the wholesale and retail trade. This category
accounts for more than 25 percent of all persons employed in New York State and is expected to
sales positions are the most visible occupations to the consumer, but there are nearly as many
midmanagement, and management careers open to high school graduates.

In order to assist teachers in providing adequately and competently educated marketing per
distribution and marketing syllabus for the 11th grade has been thoroughly revised and is prese
course in the program. Curriculum innovations such as modular structure, objectives stated in
behavioral terms, and evaluative techniques related to those objectives have all been incorpora
cation. Performance outcomes at a basic level of learning, using 17 marketing clusters, are ex
lowed by selected cluster specialization in the 12th grade for students interested in career pr
vocational level. Instruction throughout the program emphasizes a marketing function approach.

The group of teachers who prepared this publication know that a successful educational pro
first door to a career. Their professional talents and efforts are very much appreciated since
publication are a major factor in providing such a program.

Douglas T. Adamson, *Chief*
Bureau of Distributive Educ

Robert H. Bielefeld, *Director*
Division of Occupational Education
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Bureau of Distributive Education

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CONTENTS

Page

Foreword iii
Message to the Instructor v

Introduction

. Sequences and Scheduling 2
. Student Programming and Descriptive Titles 3
. Cooperative Work Experience 4
. The School Store 5
. Student Club Activities 6
. Certification of Teacher 7
. Facilities and Equipment 7
. Philosophy of the Course 8

Modules

. Function, Scope and Trends of Marketing A 1-11
. Career Opportunities B 1-11
. Product Information C 1-17
. Buying Merchandise D 1-21
. Merchandise Mathematics E 1-15
. Marketing Research F 1- 5
. Sales Promotion G 1-15
. Communications H 1- 7
. Personal Selling I 1-11
. Credit and Collections J 1-13
. Human Relations K 1- 9
. Recordkeeping, Manual and Automatic Data Processing L 1- 7
. Business and Government Relations M 1- 7
. Marketing Management N 1- 5

Selected Reference and Instructional Material Sources

. Text and Reference Books 10
. Periodicals 22
. Films 23
. Filmstrips 25

CONTENTS

Page

Foreword iii
Message to the Instructor v

Introduction
- . Sequences and Scheduling 2
- . Student Programming and Descriptive Titles 3
- . Cooperative Work Experience 4
- . The School Store 5
- . Student Club Activities 6
- . Certification of Teacher 7
- . Facilities and Equipment 7
- . Philosophy of the Course 8

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- . Function, Scope and Trends of Marketing A 1-11
- . Career Opportunities B 1-11
- . Product Information C 1-17
- . Buying Merchandise D 1-21
- . Merchandise Mathematics E 1-15
- . Marketing Research F 1- 5
- . Sales Promotion G 1-15
- . Communications H 1- 7
- . Personal Selling I 1-11
- . Credit and Collections J 1-13
- . Human Relations K 1- 9
- . Recordkeeping, Manual and Automatic Data Processing L 1- 7
- . Business and Government Relations M 1- 7
- . Marketing Management N 1- 5

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INTRODUCTION

Distributive education has been challenged to design a program that would reflect the late operational learning environment that is possible in the schools of today and tomorrow with the marketing and distribution subject matter would be learned. Such a design has been incorporate distribution and marketing syllabus as part of a total program. The distributive education pro stated, uses the best of what is known in education about how learning occurs and imposes that curriculum. The new program is less concerned with time, credits, courses, and scheduling and with learning. Program elements correlated with this publication cover three phases in the tot

Career Education Phase: Awareness by at least grades 7 through 10 that people work and wo reasons; that he, as a student, has certain abilities, interests, and aptitudes; that he can ma ments and decisions about his immediate educational and occupational goals; that he clearly und values of work to himself and society, the variety and kinds of work, the fields and clusters o prerequisites for employment.

Distribution and Marketing Phase: This part of the program is divided into one-, two-, an or modules of learning at the 11th grade that provide the fundamentals of distribution and mark clusters or groups of closely related occupations. The objective of student learning at this s cluster--that is of secondary purpose--but the fundamental functions of marketing being learned continues the narrowing down of his career choice in the preparation process. The clusters inc services, apparel and accessories, automotive services, finance and credit, food distribution, dising, home furnishings, hotel and lodging, industrial marketing, insurance, international tra services, petroleum services, real estate, recreation and tourism, transportation, and warehous

Ordinarily, distribution and marketing would follow the career education program that is c to 10. If such a program has not been available to the student, then this course would serve a and overview of marketing.

Competency Cluster Phase: Occupational competency in one or more of the 17 clusters liste phase is the objective of the 12th grade part of the program. Schools that offer the program w three or four of the clusters that reflect the major employment options of marketing in their r State. Teaching modules--sometimes two or three to cover one cluster--will be available for th combination of student interest and employment opportunities are key elements as to which clust and when to change the program that is available. Schools within the same district would not n the same clusters at the same time. Even if they were to do so, provision for individual and s tion is anticipated.

This is a challenging program for teachers and students. It is a design that has breadth learning environment of today's and tomorrow's students; is flexible as to when and how long it

INTRODUCTION

tion has been challenged to design a program that would reflect the latest, best, and most vironment that is possible in the schools of today and tomorrow with the assurance that ion subject matter would be learned. Such a design has been incorporated in this new ing syllabus as part of a total program. The distributive education program, very simply f what is known in education about how learning occurs and imposes that knowledge on the ogram is less concerned with time, credits, courses, and scheduling and more concerned elements correlated with this publication cover three phases in the total design:

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arketing Phase: This part of the program is divided into one-, two-, and three-week segments at the 11th grade that provide the fundamentals of distribution and marketing taught through losely related occupations. The objective of student learning at this stage is not the ondary purpose--but the fundamental functions of marketing being learned while the student down of his career choice in the preparation process. The clusters include advertising ccessories, automotive services, finance and credit, food distribution, general merchans, hotel and lodging, industrial marketing, insurance, international trade, personal vices, real estate, recreation and tourism, transportation, and warehousing.

bution and marketing would follow the career education program that is offered in grades 7 am has not been available to the student, then this course would serve as an introduction ng.

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ing program for teachers and students. It is a design that has breadth and depth; fits the today's and tomorrow's students; is flexible as to when and how long it is taken; reflects employment needs, trends, and opportunities; is within reach of students with a little effor The classroom laboratory, the school store, the club activities of DECNY-DECA, cooperative w instructional programs in the business community are all program elements that help the stud prepared for one or more clusters and a career in marketing and distribution. Strong multi-l opportunities are available to secondary students; and they may obtain and progress in a var responsible positions with additional experience. A program in distributive education is an in a comprehensive high school and an area occupational center.

Sequences and Scheduling

The three-unit major Regents sequence (Group 2 requirement) for high school graduation vocational preparation in this subject field is:

	Grade Level	Credit
Distribution and marketing	11	1
Selected marketing cluster(s)	12	1
Cooperative work experience	11 or 12	1 or 2

The content of the distribution and marketing course is outlined in this publication.

The selected marketing clusters for the 12th grade include subject matter determined lo advertising services, visual merchandising, department and specialty store retailing, wholes finance and credit, supermarketing, travel and transportation, and other subject matter that marketing clusters for distributive education. Employment opportunities and needs within a as well as student interest and aptitude are the major factors in determining which clusters

Cooperative work experience is available for credit in either the 11th or 12th grade. marketing and distribution course should be concerned with attitudinal development and explo the work experience while improving their basic marketing skills. It will be directly relat or cluster preparation in the 12th grade. All students should have an opportunity for work are enrolled in a selected marketing cluster in the 12th grade; and competency development s ate and advanced levels.

The third unit in the three-unit vocational sequence will be recognized when a course i vocational subject area. The related occupational subject may be offered in the fields of a and office, home economics, health occupations, trade, and technical education, but must pro product knowledge that the distributive education student needs for success in a marketing c trends, and opportunities; is within reach of students with a little effort and imagination. ratory, the school store, the club activities of DECNY-DECA, cooperative work experience, and rams in the business community are all program elements that help the student become competently more clusters and a career in marketing and distribution. Strong multi-level employment available to secondary students; and they may obtain and progress in a variety of rewarding and ons with additional experience. A program in distributive education is an essential offering high school and an area occupational center.

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marketing clusters for the 12th grade include subject matter determined locally from courses in es, visual merchandising, department and specialty store retailing, wholesaling, warehousing, , supermarketing, travel and transportation, and other subject matter that relates to the for distributive education. Employment opportunities and needs within a region of the State interest and aptitude are the major factors in determining which clusters should be offered.

ork experience is available for credit in either the 11th or 12th grade. Students in the ribution course should be concerned with attitudinal development and exploratory objectives in e while improving their basic marketing skills. It will be directly related to a student's area tion in the 12th grade. All students should have an opportunity for work experience when they selected marketing cluster in the 12th grade; and competency development should be at intermedi- evels.

t in the three-unit vocational sequence will be recognized when a course is part of another area. The related occupational subject may be offered in the fields of agriculture, business conomics, health occupations, trade, and technical education, but must provide service or that the distributive education student needs for success in a marketing occupation. The related

vocational subject for sequence credit should be part of a planned preparatory program for an i
There are many "useful" subjects in other vocational and academic subject offerings, but none a
are there any prerequisites to be scheduled before a student enrolls in a distributive educatio

A vocational preparation that results in four or more units of credit would not be unusual
and with the program options that are available in area occupational centers. Interested stude
couraged to choose a second marketing cluster specialization in the 12th grade, complete the al
in cooperative work experience, or select an appropriate vocational subject from another subjec
support their marketing career objective with product or service knowledge.

Area occupational centers, as well as local schools, offer distributive education at the
grades for extended class and laboratory periods of instruction. Additional credit allotments,
vided in State syllabuses, are possible by formally applying to the Bureau of Secondary Curricu
The State Education Department. Outlines of the additional subject matter being taught and the
being developed will be part of the approval process in recognizing additional credit for subje
covered in the State syllabus.

Student Programming and Descriptive Titles

Students from a full range of scholastic abilities are able to benefit from instruction in
education. The methods used for teaching are predominately task- or project-oriented with a wi
books and resource materials available as well as the business community itself. Interest and
marketing career and ability to learn the subject matter are certainly valuable attributes for
this program; but students who are undecided on a career choice will find the program particula
There are no prerequisites and preparation for employment is the program's primary objective.
leges under the State University of New York, as well as a dozen private two-year colleges, of
lated programs for students who wish to continue their formal educational preparation.

Research and followup of students in this program validate the recommendation that averag
receive more than one year of instruction for employment in occupations related to the instruc
tinuing their marketing education at post-secondary institutions. Scheduling students in the
grade is implicit if a degree of competency specialization in a marketing cluster is to occur
the students. Guidance personnel and marketing teachers need to provide career awareness at s
the 11th grade if student enrollment is motivated by interest and and employment needs.

Schools with 800 or more students in grades 9 through 12 typically have a large enough st
support a two-year classroom program with cooperative work experience. Regional employment ne
a higher or lower student interest. The one-year program should be firmly established before
year offering.

or sequence credit should be part of a planned preparatory program for an individual student.
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e year of instruction for employment in occupations related to the instruction or for con-
ing education at post-secondary institutions. Scheduling students in the program by the 11th
a degree of competency specialization in a marketing cluster is to occur for a majority of
nce personnel and marketing teachers need to provide career awareness at some stage before
udent enrollment is motivated by interest and and employment needs.

0 or more students in grades 9 through 12 typically have a large enough student interest to
lassroom program with cooperative work experience. Regional employment needs could indicate
udent interest. The one-year program should be firmly established before implementing a two-

Area occupational centers offer distributive education programs to schools too small fo enrollment as well as marketing cluster specializations that would not be efficiently offere In addition, product and service knowledge from other vocational subject areas are frequentl marketing students. How, where, and when the student takes the program presents several opti local school and area center arrangements: the full two-year program at a local school or a center; the 11th year distribution and marketing course at a local school with some or all a clusters in the local school or the area occupational center; or only the 11th year in the l marketing clusters at the area center.

The term, "distributive education," has been used for over 25 years by educators in thi describe a total program. Marketing, or Distribution and Marketing, is the title of this co grade and replaced the name formerly used, Distribution 1. The title, Distribution 2, will takes to convert 12th grade titles to the specialized clusters that describe the content of program. Already being used in some schools are sales promotion and advertising, display, f supermarketing, general retailing, travel services, warehousing, hotel and resort services, services, wholesaling, and service station merchandising and management.

The names and titles used in the distributive education program are important for commu of persons before students enroll, during the educational program, and after students comple preparation. Descriptive names for the 12th grade program are to the student's advantage, f understand what has been planned and accomplished.

Cooperative Work Experience

Cooperative work experience in distributive education is paid, part-time employment by in a distributive or marketing occupation that is planned and coordinated with a classroom p vocational instruction and is supervised by qualified personnel from the educational agency. enrolled or have completed at least one unit of a classroom program in distributive educatio

Three-hundred hours of educational work experience is required for one unit of credit w units for the total cooperative work experience in either the 11th or 12th grade. Education includes activities that cover attitudes toward work and work habits as well as knowledge ar The competencies developed and the degree of attainment is a matter of individual student ev employer-employee relationship is not present, work by students is considered as a laborator in the classroom program.

Training agreements (not contracts) involving the student, the educational agency, and will become a more important factor in coordinating the in-school experience with the on-the degree of different learning activities is expected during the work experience phase, de-emp purposes the repetitive experiences where the student has reached a satisfactory degree of c centers offer distributive education programs to schools too small for sufficient student marketing cluster specializations that would not be efficiently offered in a single school. nd service knowledge from other vocational subject areas are frequently available to low, where, and when the student takes the program presents several options depending on center arrangements: the full two-year program at a local school or an area occupational distribution and marketing course at a local school with some or all advanced marketing school or the area occupational center; or only the 11th year in the local school with all the area center.

ibutive education," has been used for over 25 years by educators in this subject field to ram. Marketing, or Distribution and Marketing, is the title of this course for the 11th name formerly used, Distribution 1. The title, Distribution 2, will be used as long as it grade titles to the specialized clusters that describe the content of a particular marketing ng used in some schools are sales promotion and advertising, display, fashion merchandising, l retailing, travel services, warehousing, hotel and resort services, finance and credit , and service station merchandising and management.

les used in the distributive education program are important for communicating with a variety lents enroll, during the educational program, and after students complete the occupational ive names for the 12th grade program are to the student's advantage, for more persons will en planned and accomplished.

rience

experience in distributive education is paid, part-time employment by a full-time student arketing occupation that is planned and coordinated with a classroom program of related and is supervised by qualified personnel from the educational agency. The student must be leted at least one unit of a classroom program in distributive education.

rs of educational work experience is required for one unit of credit with a maximum of two operative work experience in either the 11th or 12th grade. Educational work experience hat cover attitudes toward work and work habits as well as knowledge and skill development. loped and the degree of attainment is a matter of individual student evaluation. Where the tionship is not present, work by students is considered as a laboratory or preparation time ram.

nts (not contracts) involving the student, the educational agency, and the business sponsor portant factor in coordinating the in-school experience with the on-the-job experience. A earning activities is expected during the work experience phase, de-emphasizing for credit e experiences where the student has reached a satisfactory degree of competency.

A close relationship between the school and the employer is the hallmark of a distributive
Locating favorable work stations and interested employers, matching student interest with the a
stations, and visiting the training sponsor monthly requires understanding and time. The numbe
cooperative program, distances between work stations and start-up time in developing a program a
ations in determining the policy of allowing at least one daily class period to the teacher-coo
coordination time for each 20-25 students in the cooperative program.

The large number of students in cooperative work experience programs demonstrate the value
seen by students, parents, teachers, guidance counselors, school administrators, and employers.
unlikely that cooperative work experience will ever be mandated for all students in the program,
emphasis in all schools with programs.

The School Store

The school store is an educational laboratory as well as a business established for the me
services it provides within the school. It complements the daily classroom instruction in dist
since many students learn most effectively when they have an immediate opportunity to put theory
Other objectives of a school store operation include:

Provides an opportunity to supplement and reinforce the knowledge and skills required
careers in marketing occupations.
Develops business-like procedures and attitudes.
Encourages and develops leadership, initiative, and management ability.
Provides pre-employment training and education.
Offers quality merchandise at economical prices for the faculty and student body.

It is recommended that the school store be operated in conjunction with a distributive edu
a class project under the supervision and guidance of the classroom teacher. The school store
important instructional tool relating practical store activities to the classroom. The abstract
distribution and marketing concepts and the multitude of sales and sales-supporting occupations
in this controlled atmosphere. In order to take maximum advantage of the learning situation af
school store, the teacher-coordinator must carefully plan projects with a particular instructio
objective in mind. In terms of actual activities, these projects range from routine clerical an
employment tasks to creative selling and sophisticated product promotional plans.

From a financial standpoint, the school store should be treated as an extracurricular acti
entitled, *The Safeguarding, Accounting, and Auditing of Extraclassrooms Activity Funds, Finance*
available from The University of the State of New York, The State Education Department, Divisio
Management Services, Albany 12234, as a guide in setting up acceptable accounting procedures fo
such funds.

p between the school and the employer is the hallmark of a distributive education program.
stations and interested employers, matching student interest with the available work
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hat the school store be operated in conjunction with a distributive education club or as
e supervision and guidance of the classroom teacher. The school store should serve as an
tool relating practical store activities to the classroom. The abstract nature of many
ng concepts and the multitude of sales and sales-supporting occupations can be explored
phere. In order to take maximum advantage of the learning situation afforded by the
r-coordinator must carefully plan projects with a particular instructional goal or
erms of actual activities, these projects range from routine clerical and entry level
tive selling and sophisticated product promotional plans.

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ng, Accounting, and Auditing of Extraclassrooms Activity Funds, Finance Pamphlet 2, is
rsity of the State of New York, The State Education Department, Division of Educational
any 12234, as a guide in setting up acceptable accounting procedures for the control of

Divisions or departments can be created as in an actual business, and students should p
within these departments. By limiting teacher-oriented instruction, most learning will be a
projects involving students in a good deal of roleplaying within the framework of the school

The responsibilities of operating a school store can and should be assumed by the distr
students, but they cannot be expected to perform without supervision from the teacher-adviso
exercised to keep the operation from becoming so large in terms of the variety of merchandis
inventories carried that it loses its educational value and becomes a full-fledged merchandi
Store hours must, of necessity, be planned to give the best experience to the students at a
body has the opportunity to shop.

The school store project is an integral part of a distributive education instructional
instructional planning and student-store supervision are a necessity. Consequently, one cla
designated in the teacher's daily schedule for those activities associated with this educati

Student Club Activities

Motivation is an important element in the learning process and a co-curricular club pro
secondary offering, namely, DECA-DECNY, the Distributive Education Clubs of America - Distri
of New York. Membership is through a local chapter organization while the student is enroll
program. The emphasis of the club activities is on individual and group activities in the s
community that develop and promote an interest in marketing education; and the acquiring of
understandings for vocational competence and the responsibilities of citizenship in our econ

The DECNY experiences are annually reviewed to assess their educational value to the me
throughout the state. Individual achievement and accomplishments are recognized directly at
well as within regions, statewide, and nationally. Learning activities are being designed t
cluster specialties to complement the 12th grade curriculum.

Teacher-advisors of local chapters use the club activities as an alternative approach t
matter and as reinforcement for their classroom teaching. Competitive events provide qualit
evaluation of progress. The basis for many rewarding and self-fulfilling experiences are re
program.

A chapter organization in a local school must present a program of learning activities
occupational needs and interests of their students for the employment region they represent
should not be limited to only those who seek the competitive events aspect of the program.
designed for students who need assistance at all stages of their development in vocational,
growth.

departments can be created as in an actual business, and students should perform specific tasks tments. By limiting teacher-oriented instruction, most learning will be accomplished through students in a good deal of roleplaying within the framework of the school store organization.

ilities of operating a school store can and should be assumed by the distributive education cannot be expected to perform without supervision from the teacher-advisor. Caution should be the operation from becoming so large in terms of the variety of merchandise handled and d that it loses its educational value and becomes a full-fledged merchandising establishment. of necessity, be planned to give the best experience to the students at a time when the student tunity to shop.

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an important element in the learning process and a co-curricular club program available in every , namely, DECA-DECNY, the Distributive Education Clubs of America - Distributive Education Clubs ership is through a local chapter organization while the student is enrolled in the classroom asis of the club activities is on individual and group activities in the school and business elop and promote an interest in marketing education; and the acquiring of knowledge, skills, and vocational competence and the responsibilities of citizenship in our economic system.

eriences are annually reviewed to assess their educational value to the members of chapters te. Individual achievement and accomplishments are recognized directly at the local level as ions, statewide, and nationally. Learning activities are being designed through the marketing s to complement the 12th grade curriculum.

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anization in a local school must present a program of learning activities that reflect the and interests of their students for the employment region they represent. Program participation ted to only those who seek the competitive events aspect of the program. Club activities are nts who need assistance at all stages of their development in vocational, social, and civic

Certification of Teacher

Certification regulations currently provide one route for teaching distributive education: degree with 36 credit hours in business and marketing and one year of work experience, plus 30 h level study. The program also includes 12 hours of professional education and supervised studen colleges and universities may require additional preparation for graduation.

The certification issued covers "business and distributive education." A teacher qualifie vocational subject area is certified to coordinate the related cooperative work experience prog certification for coordinator of diversified cooperative work experience covers more than one vo area. A business and distributive education teacher may extend licensing to that of a diversifi by completing six semester hours of college study in the organization and development of a dive program.

Facilities and Equipment

In New York State, there are four basic components to the instructional facility that is r simulating the working environment:

- Classroom-laboratory
- School store
- Office or small conference area
- Library resource and audiovisual area.

Each of these elements provides for a program function in an educational setting. Classro school store areas in new facilities are often combined in an approvable space of 1,000 square high school and 1,200 square feet in area occupational center programs. Separate school store cover 400 square feet for customer service sections and storage. The office or small conferenc essential for operating the cooperative work experience and could be part of the school store s ment and followup services are part of the school's program, desk and telephone space for the d education teacher-coordinator are frequently a part of this facility.

In addition to these facilities, projects are developed by teachers to enable students to community as a supplement to the classroom.

er

ulations currently provide one route for teaching distributive education: the baccalaureate hours in business and marketing and one year of work experience, plus 30 hours of upper ram also includes 12 hours of professional education and supervised student teaching. Some ies may require additional preparation for graduation.

issued covers "business and distributive education." A teacher qualified to teach in this a is certified to coordinate the related cooperative work experience program. The dinator of diversified cooperative work experience covers more than one vocational subject distributive education teacher may extend licensing to that of a diversified coordinator ster hours of college study in the organization and development of a diversified cooperative

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, there are four basic components to the instructional facility that is recommended in environment:

-laboratory
ore
small conference area
esource and audiovisual area.

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ese facilities, projects are developed by teachers to enable students to use the business ent to the classroom.

Equipment suggestions derived from several sources in distributive education are catego

Essential

- Actual or dummy merchandise
- Cash register
- Cashwrap unit
- Display cases
- File cabinets
- Filmstrip projector
- Merchandise units
- Movie projector
- Overhead projector
- Projection screen
- Record player
- Shelving
- Slide projector
- Tape recorder
- Telephone
- Work tables

Very Useful

- Adding Machine
- Ad layout table
- Display forms
- Display props
- Fitting mirror
- Mannequins
- Opaque projector
- Pegboards
- Portable lights
- Shadowboxes
- Single-concept proje
- Study carrels
- 35mm camera
- Showcase or sign pri
- Sign holders
- Tool cabinet
- Typewriter and desk
- Video-tape equipment

The above list is not meant to be all inclusive and will vary depending on the marketin for specialization in the 12th grade. The equipment could be found in the classroom-laborat office, or resource center and audiovisual area.

Philosophy of this Course

The curriculum material in this publication was written by experienced teachers who hav ducted programs for several years. Their judgments as to what should be taught and their su teaching the topics for the objectives identified represents a professional interest and ded State Education Department recognizes as outstanding.

The performance objectives that are identified module by module and topic by topic are of instruction. The degree of competency developed may vary as well as the instructional me activities, and the time needed to accomplish the objective. Other valid objectives may be topics by the teacher; and the number of objectives listed in most modules allows for the se appropriate ones.

stions derived from several sources in distributive education are categorized as follows:

Essential

l or dummy merchandise
register
rap unit
ay cases
cabinets
trip projector
andise units
 projector
ead projector
ction screen
d player
ing
 projector
recorder
hone
tables

Very Useful

Adding Machine
Ad layout table
Display forms
Display props
Fitting mirror
Mannequins
Opaque projector
Pegboards
Portable lights
Shadowboxes
Single-concept projector
Study carrels
35mm camera
Showcase or sign printer
Sign holders
Tool cabinet
Typewriter and desk
Video-tape equipment

is not meant to be all inclusive and will vary depending on the marketing clusters selected n the 12th grade. The equipment could be found in the classroom-laboratory, model store, center and audiovisual area.

ourse

material in this publication was written by experienced teachers who have successfully con- several years. Their judgments as to what should be taught and their suggestions for ways of for the objectives identified represents a professional interest and dedication that the rtment recognizes as outstanding.

 objectives that are identified module by module and topic by topic are the desired outcomes degree of competency developed may vary as well as the instructional methods, learning time needed to accomplish the objective. Other valid objectives may be added for particular r; and the number of objectives listed in most modules allows for the selection of the most

Regardless of these variables, the overall course objective should not be obscured in the classroom activities. Distribution and marketing in this course should give the student a bre the marketing field while developing knowledge and skills at a basic level for the functions o

It will be difficult to teach within the time constraints suggested in this syllabus. On has been roughly allowed for topics such as introduction to marketing, career opportunities, m sales promotion, selling, and human relations. Two weeks each is the estimated time for produ information, buying, marketing research, credit, recordkeeping, and marketing management topic communications and business and government relationships completes the time allowances.

Classroom time becomes extremely important and there is always the desire to go deeper an teacher is involved in a particular module. The marketing cluster specialty which follows thi provide the student with time to review before moving toward intermediate and advanced compete The desire to learn more and to improve his marketing knowledge is a desirable outcome of the as the student looks forward to a specialized marketing cluster in the next stage of his devel distributive education.

e variables, the overall course objective should not be obscured in the day to day rush of
Distribution and marketing in this course should give the student a breadth and scope of
le developing knowledge and skills at a basic level for the functions of marketing.

lt to teach within the time constraints suggested in this syllabus. Only three weeks each
d for topics such as introduction to marketing, career opportunities, merchandise math,
g, and human relations. Two weeks each is the estimated time for product and service
rketing research, credit, recordkeeping, and marketing management topics. One week for
ness and government relationships completes the time allowances.

omes extremely important and there is always the desire to go deeper and deeper once the
a particular module. The marketing cluster specialty which follows this course will
h time to review before moving toward intermediate and advanced competency development.
e and to improve his marketing knowledge is a desirable outcome of the 11th grade courses
rward to a specialized marketing cluster in the next stage of his development in

SELECTED REFERENCE AND INSTRUCTIONAL MATERIAL SOURCES

Complete addresses of the publishers mentioned below are listed in alphabetic order at the end of this section, pp. 21-23.

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Advertising Services

Antrim, William. *Advertising.* Gregg/McGraw-Hill Book Company. 1970. 137 pp. $2.67.

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Freson, Jeanette. *Fairchild's book of window displays.* Fairchild Publications, Inc. 1973.

Hatchett, Melvin. *Merchandise display.* University of Texas. 1972. 221 pp. $6.00.

Kitsteiner, Karen. *Display made easier.* D.E. Materials Lab. 1971. 115 pp. $3.00.

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Mauger, Emily M. *Modern display techniques.* Fairchild Publications, Inc. 1972. 128 pp.

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Mills, Chester. *Introduction to advertising.* D.E. Materials Lab. 1966. 58 pp. $2.00.

Milton, Shirley. *Advertising for modern retailers.* Fairchild Publications, Inc. 1973.

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Interior display: a way to increase sales. Small Business Administration. 1965. Free.

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American Viscose Division, FMC Corporation. *Fiber facts, 1967-68.* 89 pp. Free.

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Fried, Eleanor L. *Is the fashion business your business?* Fairchild Publications, Inc. 1970.

Gillespie, Karen R. *Apparel and accessories for women, misses and children.* Small Business A
1965. 19 pp. Free.

Gold, Analee. *How to sell fashion.* Fairchild Publications, Inc. 1968. 256 pp. $7.95.

Gore, Budd. *How to sell the whole store as fashion.* National Retail Merchants Association.

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Cannon, T. F. *The nursery business.* Small Business Administration. 1966. 6 pp. Free.

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Grey matter. Grey Advertising, Inc., 777 Third Avenue, New York, N.Y. 10017. Monthly.

Home furnishings daily. Fairchild Publications, Inc., 7 East 12th Street, New York, N.Y. 100

Industrial marketing. Advertising Publications, Inc., 740 North Rush Street, Chicago, Illino

The institute journal. Educational Institute of the American Hotel & Motel Association, 888
New York, N.Y. 10019. Monthly.

Marketing/communications. Decker Communications, Inc., 501 Madison Avenue, New York, N.Y. 10

Service station dealer. Stanley Publishing Company, 300 West Lake Street, Chicago, Illinois dvertising Publications, Inc., 740 Rush Street, Chicago, Illinois 60611. Weekly.

National Research Bureau, Inc., 1970 Main Street, Sarasota, Florida 33577. Monthly.

7 Editions; 4 cat.). Lebhar-Friedman Publications, Inc., 2 Park Avenue, New York, N.Y. 10016.

er. MacFadden-Bartell Corporation, 205 E. 42nd Street, New York, N.Y. 10017. Monthly.

bank monthly economic letter. First National City Bank, 399 Park Avenue, New York, N.Y. 10022.

cate. N.Y.S. Food Merchants Association, 641 Lexington Avenue, New York, N.Y. 10022. Monthly.

Advertising, Inc., 777 Third Avenue, New York, N.Y. 10017. Monthly.

ily. Fairchild Publications, Inc., 7 East 12th Street, New York, N.Y. 10003. Daily.

y. Advertising Publications, Inc., 740 North Rush Street, Chicago, Illinois 60611. Monthly.

al. Educational Institute of the American Hotel & Motel Association, 888 Seventh Avenue,
019. Monthly.

tions. Decker Communications, Inc., 501 Madison Avenue, New York, N.Y. 10022. Monthly.

ler. Stanley Publishing Company, 300 West Lake Street, Chicago, Illinois 60606. Monthly.

FILMS

Association Films, Inc., 600 Grand Avenue, Ridgefield, NJ 07657. Free Loan.

The wonder of water. 1967.

Association-Sterling Films, 512 Burlington Avenue, La Grange, Illinois 60525. Free Loan.

This is Lloyds. 1973.

Business Education Films, 5113 - 16th Avenue, Brooklyn, NY 11204. Rental.

Data processing: introductory principles. 1972.
Goodwill ambassadors. 1965.
Know your facts. 1967.
Nothing but lookers. 1965.
One minute please. 1967.
You've sold me, Mrs. Marlow. 1967.

The Dartnell Corporation, 4660 Ravenswood Avenue, Chicago, Illinois 60604. Rental.

The second effort. 1968.
Tough-minded salesmanship. 1972.

Illinois Central Railroad, Room 302A, 135 East 11th Place, Chicago, Illinois 60605. Free Loa

New directions in modern railroading. 1967.

Journal Films, Inc., 909 West Diversey Parkway, Chicago, Illinois 60614. Rental.

Advertising: information, persuasion, or deception. 1973.
Your credit is good ... a film about buying later. 1972.

Modern Talking Picture Service, 112 West Chippewa Street, Buffalo, NY 14202. Free Loan.

Lifeline on wheels. 1965.
The strongest link. 1965.

Modern Talking Picture Service, Inc., 2323 New Hyde Park Road, New Hyde Park, NY 11040. Free

A far cry from hero. 1972.
The leading edge. 1972.

nc., 600 Grand Avenue, Ridgefield, NJ 07657. Free Loan.

r. 1967.

Films, 512 Burlington Avenue, La Grange, Illinois 60525. Free Loan.

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ilms, 5113 - 16th Avenue, Brooklyn, NY 11204. Rental.

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rmation, persuasion, or deception. 1973.
d ... a film about buying later. 1972.

ure Service, 112 West Chippewa Street, Buffalo, NY 14202. Free Loan.

1965.
1965.

re Service, Inc., 2323 New Hyde Park Road, New Hyde Park, NY 11040. Free Loan.

ro. 1972.
1972.

National Retail Merchants Association, Book Order Department, 100 West 31st Street, New York,
Rental $70.

Caught. 1971.

New York State Bankers Association, 405 Lexington Avenue, New York, NY 10017. Free Loan.

Step into banking. 1967.

New York State Department of Commerce, Film Library, 845 Central Avenue, Albany, NY 12206.

Flight plan. 1966.

Point-of-Purchase Advertising Institute, Inc., 11 West 42nd Street, New York, NY 10036. Fre

Role of point-of-purchase advertising in modern marketing. 1968.

Production Service, Virginia Department of Education, Richmond, Virginia 23216. Rental $8.

Opportunities unlimited. 1971.

Public Relations Department, Sears Roebuck and Company, 7401 Skokie Boulevard, Skokie, Illino

Tell it like it is. 1968.

Roundtable Films, Inc., 113 No. San Vicento Boulevard, Beverly Hills, California 90211. Ren

Who killed the sale. 1973.
Writing letters that get results. 1972.

Syracuse University, Educational Film Library, Syracuse, NY 13210. Rental.

Salesmanship: career opportunities. 1966.
Trip from Chicago. 1967.

Universal Education and Visual Aids, 221 Park Avenue South, New York, NY 10003. Rental.

The customer and you -- getting organized. 1965.
The customer and you -- two-way communication. 1965.

W. T. Grant Company, Any local store. Free Loan.

Spin for a win. 1967.

rchants Association, Book Order Department, 100 West 31st Street, New York, NY 10001.

kers Association, 405 Lexington Avenue, New York, NY 10017. Free Loan.

g. 1967.

artment of Commerce, Film Library, 845 Central Avenue, Albany, NY 12206. Free Loan.

66.

Advertising Institute, Inc., 11 West 42nd Street, New York, NY 10036. Free Loan.

-purchase advertising in modern marketing. 1968.

, Virginia Department of Education, Richmond, Virginia 23216. Rental $8.

limited. 1971.

epartment, Sears Roebuck and Company, 7401 Skokie Boulevard, Skokie, Illinois 60076. Free Loan.

is. 1968.

Inc., 113 No. San Vicento Boulevard, Beverly Hills, California 90211. Rental.

ale. 1973.
that get results. 1972.

y, Educational Film Library, Syracuse, NY 13210. Rental.

areer opportunities. 1966.
o. 1967.

n and Visual Aids, 321 Park Avenue South, New York, NY 10003. Rental.

you -- getting organized. 1965.
you -- two-way communication. 1965.

y, Any local store. Free Loan.

1967.

FILMSTRIPS

Eye Gate House, 146-01 Archer Avenue, Jamaica, N.Y. 11435. Purchase. 1972.

The world of work: vocational opportunities

International Film Bureau, Inc., 322 South Michigan Avenue, Chicago, Illinois 60604. Purchase

Marketing careers.
Newspaper advertising.
Point of purchase display.
Receiving, checking, and marking merchandise.
Sales check procedures.

Merchandise Film Productions, Post Office Drawer J, Huntington, NY 11743. Purchase only.

Interviewing and hiring store personnel.
Problem employees: cause and care.

rcher Avenue, Jamaica, N.Y. 11435. Purchase. 1972.

cational opportunities

u, Inc., 322 South Michigan Avenue, Chicago, Illinois 60604. Purchase only. $16.00.

lay.
nd marking merchandise.
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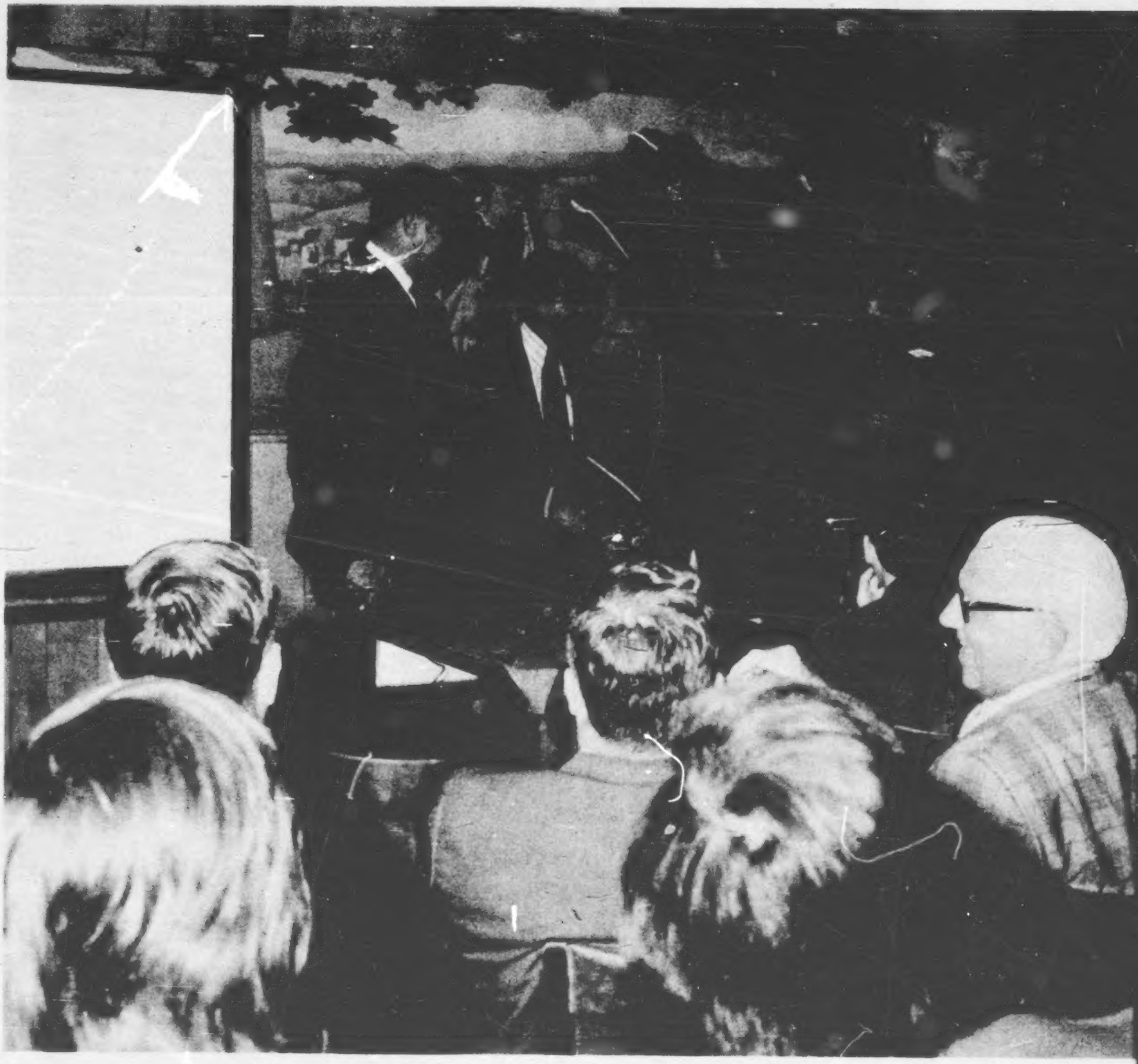
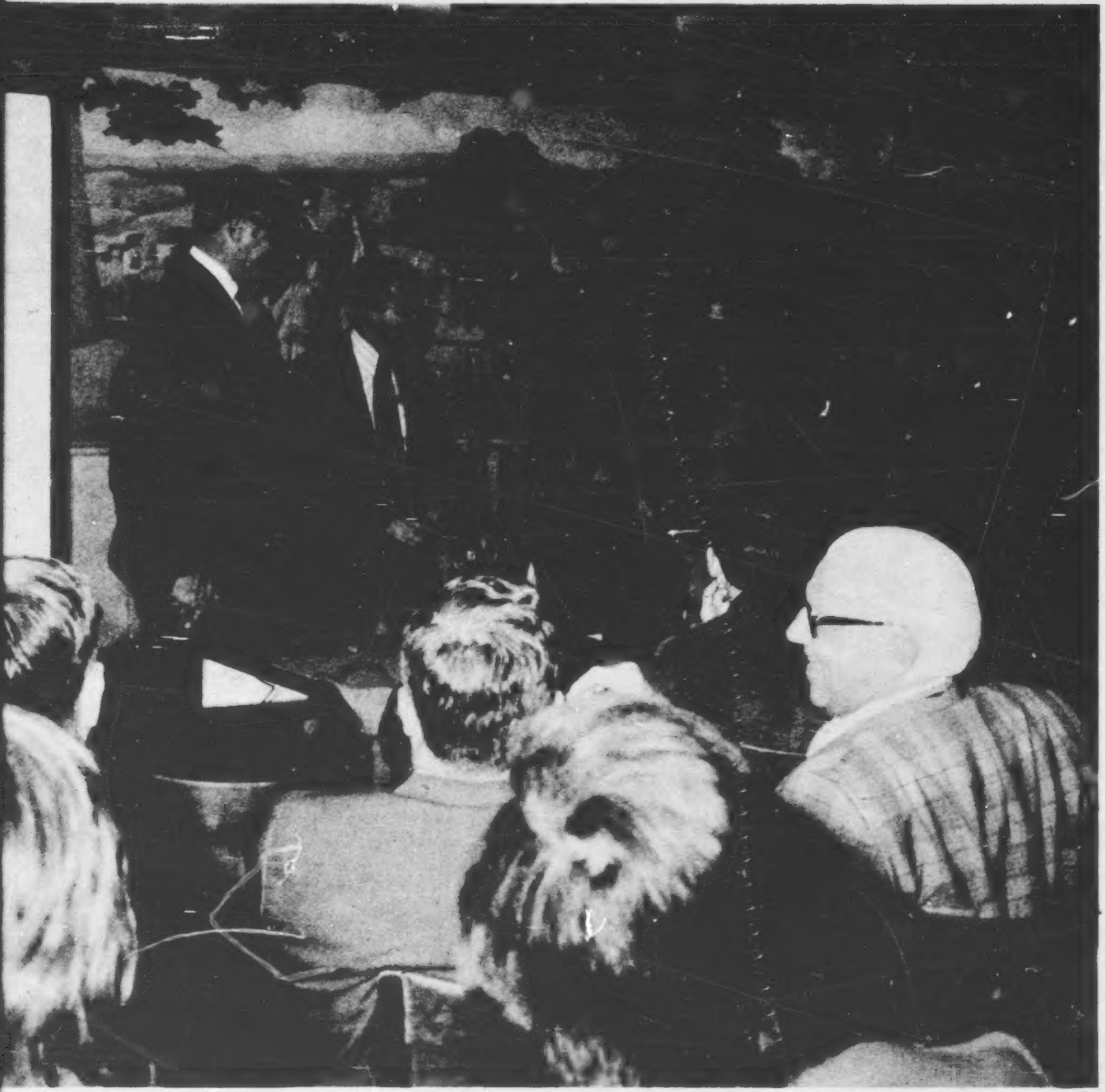
ions, Post Office Drawer J, Huntington, NY 11743. Purchase only.

g store personnel.
use and care.



Many companies support distributive education in our high schools by participating in DECA and having students address their groups.



Many companies support distributive education in our high schools by participating in DECA and having students address their groups.

FUNCTION, SCOPE, AND TRENDS OF MARKETING

General Goals: To familiarize the student with:

- The scope of marketing and distribution
- Trends in marketing and distribution
- Course and co-curricular offerings

Behavioral Objectives	Topics, Content, Instr
The student will be able to:	I. *THE PROCESS OF MARKETING*
Give a brief history of how American business evolved.	A. Business in America
Compare barter to present day selling.	1. Barter and trade 2. Peddlers and drummers 3. Markets and fairs 4. Festivals 5. Shops 6. Trading posts and gene 7. Department stores 8. Supermarkets 9. Modern marketing syste
Differentiate between extractors and manufacturers.	B. Producers 1. Extractor 2. Manufacturer
Define and give examples of the creation of product value.	3. Creation of product va a. Utility b. Form c. Place d. Timeliness e. Desire for possess
Define and name several mass production businesses.	4. Mass production
Differentiate between production, distribution and service businesses.	5. Kinds of businesses a. Production b. Distribution c. Services
Explain how creation of utility adds value to the product.	

TRENDS OF MARKETING

To familiarize the student with:

The scope of marketing and distribution
Trends in marketing and distribution
Course and co-curricular offerings

avioral Objectives

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Topics, Content, Instructional Areas

I. *THE PROCESS OF MARKETING*

A. Business in America

1. Barter and trade
2. Peddlers and drummers
3. Markets and fairs
4. Festivals
5. Shops
6. Trading posts and general stores
7. Department stores
8. Supermarkets
9. Modern marketing systems

B. Producers

1. Extractor
2. Manufacturer
3. Creation of product value
    a. Utility
    b. Form
    c. Place
    d. Timeliness
    e. Desire for possession
4. Mass production
5. Kinds of businesses
    a. Production
    b. Distribution
    c. Services

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Behav The student will:
Have students write the history of distribution through library research. Explain why trading posts are not practical today. Simulate a barter situation in the classroom.	List three advantages and disadvant Write an essay of at least 200 words tape, or construct an exhibit traci American business from barter to th
Visit a manufacturer to see mass production and the addition or creation of utility. Discuss extraction, such as mining, lumbering or fishing and point out the creation of utility. Discuss, or have students present, the advantages of mass production and show the need for efficient channels of distribution due to mass production. Have students give examples of local businesses that are involved in production, distribution, or services.	Given a list of 10 products in vari duction, state the utility belongin from the consumers' point of view. Given a list of 10 businesses, indic the business is a production, distr business.

ions and Student Activities
Occupational Clusters

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he creation of utility.

ts present, the advantages of
w the need for efficient
n due to mass production.

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ion, distribution, or services.

Evaluation--Correlated With Behavioral Objectives
The student will:

List three advantages and disadvantages of barter.

Write an essay of at least 200 words, record a short tape, or construct an exhibit tracing the evolution of American business from barter to the present time.

Given a list of 10 products in various stages of production, state the utility belonging to that product from the consumers' point of view.

Given a list of 10 businesses, indicate whether the business is a production, distribution, or service business.

FUNCTION, SCOPE, AND TRENDS OF MARKETING

Behavioral Objectives

The student will be able to:

Identify and explain the need for channels of distribution.

Name products which are distributed by the channels.

Identify types of industrial goods.

Explain the difference between a merchant middleman and an agent middleman.

Tell why distribution is so important to our economic system.

Explain how a product is distributed by illustrating the route from the producer to the consumer.

Identify and define shopping goods, convenience goods, and impulse goods.

Topics, Content, Instru

C. Channels of Distribution

1. Direct selling
   a. Farm products
   b. Industrial goods
   c. Door-to-door sellin
   d. Route selling
   e. Selling by mail
2. Selling through merchan
   a. Producer to retaile
      - Fashion goods
      - Perishable goods
   b. Producer to wholesa
      consumer. Function
      - Gives credit
      - Storage and deli
      - Carries assortme
      - Handles convenie
   c. Producer to rack jo
      consumer. Function
      - Places pre-packa
        stores
      - Stocks shelves
      - Offers credit
3. Selling through agent m
   a. Producer to commiss
      wholesaler or retai
      - Goods owned by p
      - Commission merch
      - Goods sold and c
      - Handles farm pro
        canned goods
   b. Owner to broker to
      or consumer
      - Does not own or
      - Has special know

TRENDS OF MARKETING

avioral Objectives

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Topics, Content, Instructional Areas

C. Channels of Distribution

1. Direct selling
    a. Farm products
    b. Industrial goods
    c. Door-to-door selling
    d. Route selling
    e. Selling by mail
2. Selling through merchant middlemen
    a. Producer to retailer to consumer
        - Fashion goods
        - Perishable goods
    b. Producer to wholesaler to retailer to consumer. Functions of wholesaler:
        - Gives credit
        - Storage and delivery
        - Carries assortment
        - Handles convenience goods
    c. Producer to rack jobber to retailer to consumer. Functions of rack jobber:
        - Places pre-packaged merchandise in stores
        - Stocks shelves
        - Offers credit
3. Selling through agent middlemen
    a. Producer to commission merchant to wholesaler or retailer to consumer
        - Goods owned by producer
        - Commission merchant is agent
        - Goods sold and commission is deducted
        - Handles farm products, fish, and canned goods
    b. Owner to broker to wholesaler or retailer or consumer
        - Does not own or handle goods
        - Has special knowledge

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

List some products that would be distributed in each channel of distribution.

Visit the local public market and have different merchants and brokers explain how they use the channels.

Give examples of the different channels of distribution used in the local area.

Interview the owner (or manager) of a business and find out what channel or channels he uses and why.

Visit a local office of a stockbroker or real estate sales and determine how the organization operates.

Have direct salespersons speak to the class on how their areas of distribution operate.

Discuss shopping goods, convenience goods, and impulse goods.

Discuss rack jobbers and their influences on the changes in distribution.

Have students who work in supermarkets take part in a discussion of the rack jobber and what he does.

Evaluation--Correlated With Behav

The student will:

Give five examples of consumer good
direct channel of distribution.

Prepare a chart showing the channel
through which fresh corn, record al
and building lots pass.

State two advantages and two disadv
consumer of buying direct from the

Give the titles of five merchant mi
services they perform.

List five items that consumers comp
sources before they buy.

Describe five frequently purchased
purchased without making comparison

Name five items that are purchased
the spur of the moment.

State five products a rack jobber s

ns and Student Activities
cupational Clusters

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convenience goods, and impulse

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in supermarkets take part in a
jobber and what he does.

Evaluation--Correlated With Behavioral Objectives

The student will:

Give five examples of consumer goods that move in the direct channel of distribution.

Prepare a chart showing the channels of distribution through which fresh corn, record albums, canned goods, and building lots pass.

State two advantages and two disadvantages to the consumer of buying direct from the producer.

Give the titles of five merchant middlemen and the services they perform.

List five items that consumers compare with other sources before they buy.

Describe five frequently purchased items that are purchased without making comparisons.

Name five items that are purchased on impulse or the spur of the moment.

State five products a rack jobber services.

Behavioral Objectives

The student will be able to:

Define the wholesaler's role in our economic system.

Give examples of the functions a wholesaler performs.

Define the basic and subsidiary marketing functions.

Give examples of non-personal selling.

State the purposes of research in marketing.

Explain the risks that businessmen face.

Tell why businessmen require loans and credit.

Identify the various methods of transporting goods and why some should be used over others.

Topics, Content, Instruc

b. Owner to broker to
or consumer (Cont'd
  . Brings together
  . Collects commiss
  . Handles real est
c. Manufacturer to dis
to consumer
  . Represents manuf
  . Takes orders and
  merchandise
  . Distributor has
  manufacturer
  . Distributor sell
  goods, and appli
d. Producer to assembl
(or wholesaler or p
  . May be agent or
  . Handles farm pro
  . Co-op may be an

D. Marketing Functions

1. Basic
   a. Merchandising - rig
   right place, right
   b. Buying - getting go
   and supplier
   c. Selling - personal
2. Subsidiary
   a. Storing - supply av
   b. Financing - needed
   c. Traffic management
   d. Accounting - record
   e. Risk management - s
   insure
   f. Market research - d
   g. Standardization and
   and specifications

ehavioral Objectives

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ld be used over others.

Topics, Content, Instructional Areas

b. Owner to broker to wholesaler or retailer or consumer (Cont'd)
  - Brings together buyer and seller
  - Collects commission
  - Handles real estate, stocks, textiles

c. Manufacturer to distributor to retailer to consumer
  - Represents manufacturer
  - Takes orders and manufacturer ships merchandise
  - Distributor has sales force for manufacturer
  - Distributor sells dry goods, canned goods, and appliances

d. Producer to assembler to manufacturer (or wholesaler or processor) to consumer
  - May be agent or merchant middleman
  - Handles farm products
  - Co-op may be an assembler

D. Marketing Functions

1. Basic
   a. Merchandising - right goods, right time, right place, right price, right quantity
   b. Buying - getting goods from producers and supplier
   c. Selling - personal and non-personal
2. Subsidiary
   a. Storing - supply available
   b. Financing - needed money
   c. Traffic management - methods and routes
   d. Accounting - records
   e. Risk management - serve customers and insure
   f. Market research - data on customers
   g. Standardization and grading - uniformity and specifications

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Look up "wholesalers" in the yellow pages of the telephone directory and list four wholesalers and the kind of merchandise they handle.

Have someone from an agricultural business speak to the class on how products related to farms move in the channels of distribution.

List and discuss products we have today that were not on the market five years ago.

Have students select several products and trace their movements from producer to the consumer. With the help of a local businessman, show costs added when the various marketing functions are performed.

Select a specific product and have students determine the cost of the product when it is delivered to the home, when it is sold in a retail outlet, and when it is picked up at the factory (such as bread and milk). Compare these costs and point out the differences due to the functions of marketing.

Evaluation--Correlated With Behav

List five services performed by the

Describe five different agent middle
they perform.

Given two products and two services,
basic and subsidiary marketing funct
case.

Given a list of 10 common products,
that are commonly sold through nonpe

Prepare a chapter or individual mark
project in accordance with the guide
Distributive Education Clubs of Amer

Describe five risks businessmen face

Give three reasons why businesses re
credit.

Identify five methods of transportin

ons and Student Activities ccupational Clusters

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Evaluation--Correlated With Behavioral Objectives

List five services performed by the wholesaler.

Describe five different agent middlemen and the services they perform.

Given two products and two services, identify the basic and subsidiary marketing functions used in each case.

Given a list of 10 common products, identify those that are commonly sold through nonpersonal selling.

Prepare a chapter or individual marketing research project in accordance with the guidelines of the Distributive Education Clubs of America.

Describe five risks businessmen face.

Give three reasons why businesses require loans and credit.

Identify five methods of transporting goods.

Behavioral Objectives

The student will be able to:

Define scrambled merchandising. Compare the general store with a specialty store.

Differentiate between voluntary and cooperative chains.

Differentiate between department store management and chain store management.

Discuss the impact of automation on retailing.

Describe leased departments.

Tell where vending machines will be most often used.

Discuss the possible trend in change of store hours.

List the typical jobs available in retailing.

Define single ownership, partnership, and corporation.

Name several businesses that sell entertainment and recreation.

Tell how a department store differs from a discount store.

Describe the major types of ownership a store may have.

Separate the types of stores by their ownership form and the merchandise they sell.

Topics, Content, Instruc

II. *TRENDS IN MARKETING AND DIST*

A. The Retailer

1. The new look - current t
2. New techniques
   a. Scrambled merchandis
   b. Store hours
   c. Visual merchandising
   d. Automation
      . Vending machines
      . Automatic stores
      . Electronic data p
   e. Franchising
   f. Leased departments
   g. Research
3. Kinds of retailers
   a. Independent
   b. Partnerships
   c. Corporations and cha
      . Voluntary
      . Local
      . Sectional
      . National
   d. Specialty shops -
   e. Department stores
   f. Supermarkets
   g. Discount stores
   h. Mail order houses
   i. Cooperatives
   j. Direct selling
4. Service selling
   a. Personal and busines
   b. Entertainment and re
   c. Repair and maintenan

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ioral Objectives

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Topics, Content, Instructional Areas

II. *TRENDS IN MARKETING AND DISTRIBUTION*

A. The Retailer

1. The new look - current trends
2. New techniques
   a. Scrambled merchandising
   b. Store hours
   c. Visual merchandising
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      . Vending machines
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      . Sectional
      . National
   d. Specialty shops
   e. Department stores
   f. Supermarkets
   g. Discount stores
   h. Mail order houses
   i. Cooperatives
   j. Direct selling
4. Service selling
   a. Personal and business services
   b. Entertainment and recreation
   c. Repair and maintenance

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have teams of students interview local merchants and write brief histories of their stores.

Have two or three students visit the local chamber of commerce (retail division) and interview the director regarding problems and trends in local retail situations.

Find the names of two voluntary chains and two cooperative chains in the local area.

Survey shopping centers and determine what, if any, changes have been made recently to attract and satisfy customers.

Survey the local community business area and determine and list by name the local, sectional, and national chains in the area.

Prepare a list of new retail stores that have opened in the past five years. Do this by location and type of store.

Interview the owner of an independent service business and determine the problems of operating the business.

List three departments in local stores that are leased.

Name five local businesses that sell entertainment and recreation.

Prepare a list of five local businesses that sell both products and services.

Evaluation--Correlated With Behav

The student will:

Name five items that normally are u
items carried in a supermarket, but
today.

Give two differences between a gene
specialty store.

Show two differences in managing a
compared to a chain store.

Explain two changes that have taken
as a result of the development and

State three reasons why some depart
stores are leased.

Name five classes of items sold by

List five services sold by vending

Describe five retail job titles.

Explain five differences between a
a discount store.

List three advantages and three dis
small retailer when compared to a l

List three advantages and three dis
franchising.

Give two advantages and two disadva
indoor mall shopping center.

List three advantages of scrambled
the consumer.

ns and Student Activities
cupational Clusters

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Do this by location and type

an independent service business
ems of operating the business.

in local stores that are leased.

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local businesses that sell both

Evaluation--Correlated With Behavioral Objectives

The student will:

Name five items that normally are unrelated to the items carried in a supermarket, but that are sold there today.

Give two differences between a general store and a specialty store.

Show two differences in managing a department store as compared to a chain store.

Explain two changes that have taken place in retailing as a result of the development and use of automation.

State three reasons why some departments in local stores are leased.

Name five classes of items sold by vending machines.

List five services sold by vending machines.

Describe five retail job titles.

Explain five differences between a department store and a discount store.

List three advantages and three disadvantages of a small retailer when compared to a large retailer.

List three advantages and three disadvantages of franchising.

Give two advantages and two disadvantages of an indoor mall shopping center.

List three advantages of scrambled merchandising to the consumer.

FUNCTION, SCOPE, AND TRENDS OF MARKETING

Behavioral Objectives

The student will be able to:

Describe the new freedoms the consumer has that were not available 30 years ago.

Show the relationship of consumer mobility to the entire marketing picture.

Explain how the world population explosion contributes to increased consumption.

Explain how the youth market influences advertising and personal selling

Define discretionary income.

Relate the increase of leisure time to discretionary income, automation, and family shopping.

Show the relationship of standard of living to sales volume.

Describe how merchandising affects consumer decisions.

Give the major difference between industrial goods and consumer goods.

Topics, Content, Instruc

B. The Modern Consumer

1. Ultimate consumer
    a. Mobility
    b. Population explosio
    c. Variables
        . Age and life spa
        . Youth movement
        . Shopping habits
    d. Discretionary incom
    e. Better educated
    f. More leisure time
    g. Automation
    h. Demand for informati
        . Consumer movemen
        . Consumer researc
    i. Consumer aids
    j. Consumer rights
        . Safety
        . Information
        . Choice
        . Right to be hear
2. Industrial, commercial,

D TRENDS OF MARKETING

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Topics, Content, Instructional Areas

B. The Modern Consumer

1. Ultimate consumer
   a. Mobility
   b. Population explosion
   c. Variables
      . Age and life span
      . Youth movement
      . Shopping habits - family shopping
   d. Discretionary income
   e. Better educated
   f. More leisure time
   g. Automation
   h. Demand for information
      . Consumer movement
      . Consumer research
   i. Consumer aids
   j. Consumer rights
      . Safety
      . Information
      . Choice
      . Right to be heard
2. Industrial, commercial, and institutional user

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students bring in a list of labor-saving devices used in their homes.

Discuss the increased mobility of the consumer and determine how this affects buying.

Invite a consumer goods and an industrial goods salesman to speak to the class.

Have the students compare the jobs of both types of salesmen as to selected characteristics.

Visit a local plant that is well automated and point out how automation makes better salesmanship necessary.

Discuss how the publication of consumer rights and the demand for information has shown the need for better constructed products.

Evaluation--Correlated With Behavi

The student will:

Describe three freedoms the consumer did not have 30 years ago.

Prepare a written or oral report of explaining how mobility of the consu entire marketing picture.

Explain two differences between indu consumer goods.

List four factors that have caused a income in the United States.

Write a short report on how educatio time have affected the buying habits

Select a product sold in the consume sold in the industrial or institutio explain how the selling process diff

Give three reasons why packaging is consumer goods than for industrial g

ons and Student Activities
ccupational Clusters

a list of labor-saving devices

obility of the consumer and
ects buying.

s and an industrial goods sales-
ass.

are the jobs of both types of
d characteristics.

at is well automated and point
es better salesmanship

ation of consumer rights and
tion has shown the need for
ducts.

Evaluation--Correlated With Behavioral Objectives

The student will:

Describe three freedoms the consumer now has that he/she did not have 30 years ago.

Prepare a written or oral report of 150 words or more explaining how mobility of the consumer relates to the entire marketing picture.

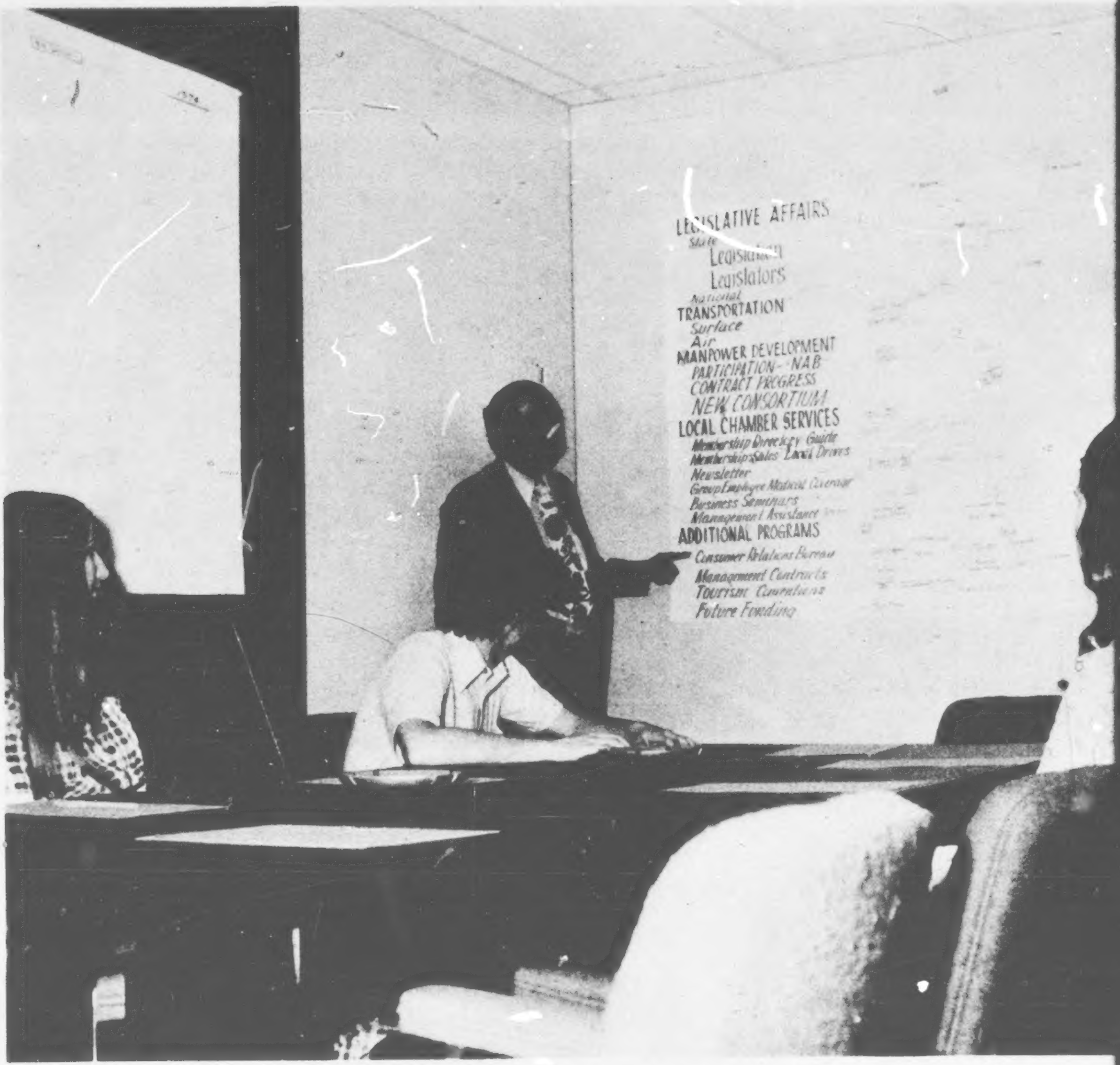
Explain two differences between industrial goods and consumer goods.

List four factors that have caused an increase in income in the United States.

Write a short report on how education and more leisure time have affected the buying habits of the consumer.

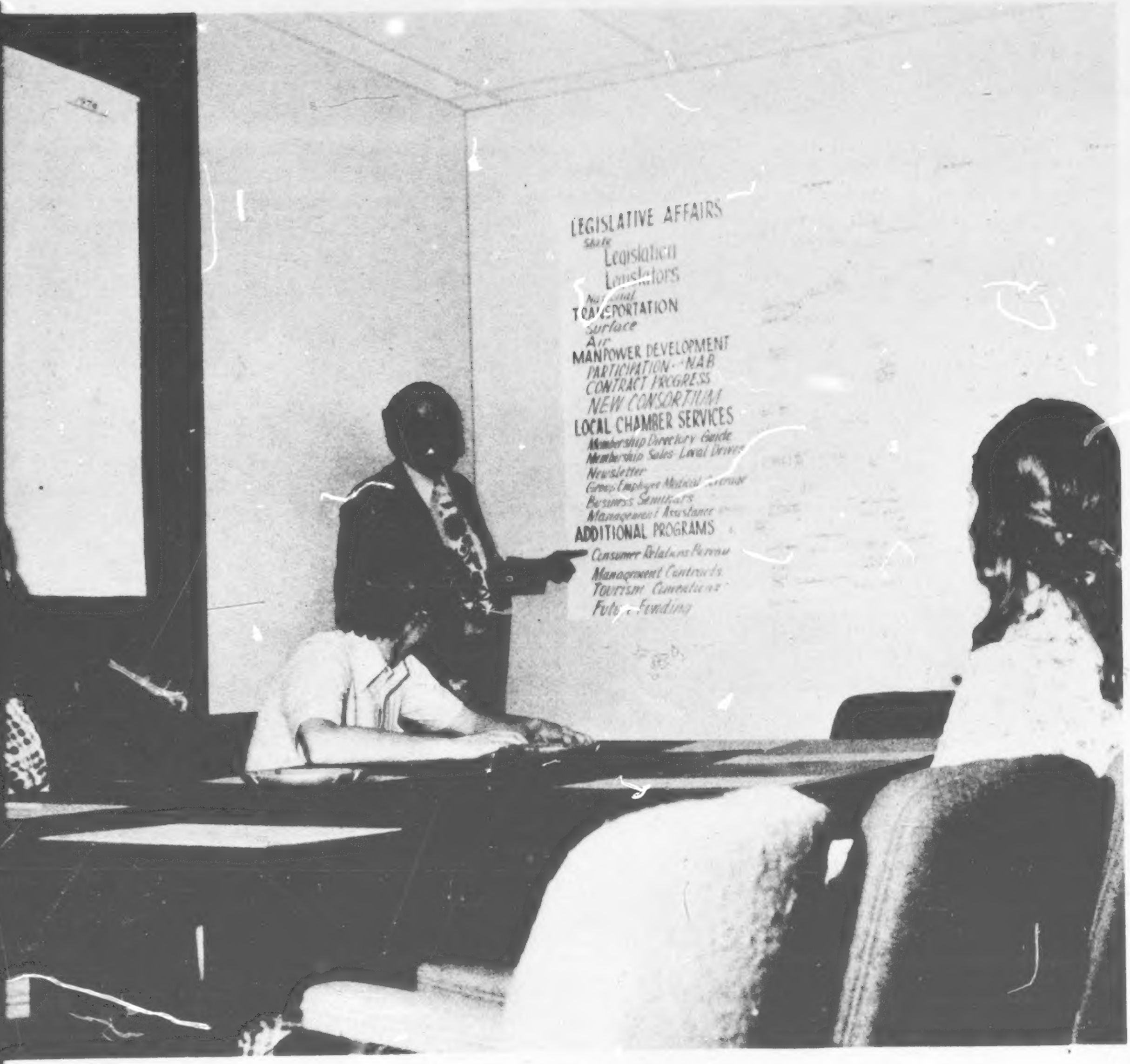
Select a product sold in the consumer market and one sold in the industrial or institutional market and explain how the selling process differs.

Give three reasons why packaging is more important for consumer goods than for industrial goods.


LEGISLATIVE AFFAIRS
State
Legislation
Legislators
National
TRANSPORTATION
Surface
Air
MANPOWER DEVELOPMENT
PARTICIPATION - NAB
CONTRACT PROGRESS
NEW CONSORTIUM
LOCAL CHAMBER SERVICES
Membership Directory Guide
Membership Sales Lead Drives
Newsletter
Group Employee Medical Coverage
Business Seminars
Management Assistance
ADDITIONAL PROGRAMS
Consumer Relations Bureau
Management Contracts
Tourism Conventions
Future Funding

Distribution and marketing students preparing for careers in those fields after graduation from high school or college.

CAREER OPPORTUNITIES


LEGISLATIVE AFFAIRS
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ADDITIONAL PROGRAMS
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Future Funding

Distribution and marketing students preparing for careers in those fields after graduation from high school or college.

CAREER OPPORTUNITIES

RELATED OCCUPATIONAL CLUSTERS
Education; Qualifications; Aptitudes; Income

N.B. If this module is used early in the year as an introduction, then it should be reviewed
of the course.

General Goals:
- To acquaint students with 16 job clusters in distribution and marketing
- To make students aware of the personal qualifications needed in generall
- To help students in finding a career best suited to their interests and distributive field

Behavioral Objectives

The student will be able to:

Compare his or her personal qualifications to those needed in the various occupational clusters.

Evaluate her or his present personality as indicated by attitudes, choice of clothes, and appearance; indicate those areas that need improvement; and chart this improvement on a weekly basis.

Demonstrate the importance of proper speech and grammar in distributive jobs where the student meets the public.

Recognize the basic manipulative skills necessary for the various beginning jobs in distribution.

Write a simple order for goods.

Operate a cash register.

Topics, Content, Inst

I. *BASIC JOB REQUIREMENTS*

A. Personality Development

1. What personality is
2. Personal appearance and
3. Importance of good heal
4. Good grooming

B. Beginning Job Skills

1. Communicative skills ne performance
2. Manipulative skills for
3. Mental skills for entry

S RELATED OCCUPATIONAL CLUSTERS

Education; Qualifications; Aptitudes; Income

e is used early in the year as an introduction, then it should be reviewed upon completion

. To acquaint students with 16 job clusters in distribution and marketing
. To make students aware of the personal qualifications needed in generally accepted job clusters
. To help students in finding a career best suited to their interests and capabilities in the distributive field

havioral Objectives

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r personal qualifications to those
ious occupational clusters.

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tudes, choice of clothes, and
te those areas that need improve-
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ginning jobs in distribution.

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ister.

Topics, Content, Instructional Areas

I. *BASIC JOB REQUIREMENTS*

A. Personality Development

1. What personality is
2. Personal appearance and the job
3. Importance of good health
4. Good grooming

B. Beginning Job Skills

1. Communicative skills needed in job performance
2. Manipulative skills for basic entry jobs
3. Mental skills for entry level jobs

C

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Invite to class several personnel directors and employment counselors to discuss the importance of personal appearance in job success.

Request a representative from the New York State Employment Office to discuss personality and job success.

If available, have several local beauticians or models discuss grooming with the class.

Tape student voices in class and point out errors in speech, both grammatical and in pronunciation. Use the "Speak Well" record course to emphasize the importance of speech.

Have students criticize one another, using various tests as described in the indicated Milady Publishing Company booklets on "Success Insurance."

Ask persons directly engaged in various occupations according to the job clusters to speak to the class.

Obtain sample pre-employment tests and administer them in class.

Use sales checks and complete simple sales check writeup in class.

Let everyone operate a cash register in class under simulated sales procedures.

Evaluation--Correlated With Beha

The student will:

Prepare a "Self-Evaluation" of his personality.

Maintain an "Improvement Chart" to for job success.

Keep a profile chart on personalit posture, and appearance. This sel is kept for the career unit.

Select important personal qualitie necessary for job success.

Complete "Voice Rating Test" and p folder, indicating the areas of pr grammar that need improvement.

Prepare a short report on the impo to success in the job cluster sele

Given a list of 20 manipulative ta job, select 10 that would be of pr

Pass arithmetic tests of the type "aptitude" tests to beginning empl

Complete a job order form with all mation needed.

s and Student Activities pational Clusters

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discuss the importance of
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ged in various occupations
ters to speak to the class.

ent tests and administer

lete simple sales check

sh register in class under
s.

Evaluation--Correlated With Behavioral Objectives

The student will:

Prepare a "Self-Evaluation" of his or her present personality.

Maintain an "Improvement Chart" to upgrade personality for job success.

Keep a profile chart on personality as regards speech, posture, and appearance. This self-evaluation chart is kept for the career unit.

Select important personal qualities from a list of 25 necessary for job success.

Complete "Voice Rating Test" and put it into his folder, indicating the areas of pronunciation and grammar that need improvement.

Prepare a short report on the importance of personality to success in the job cluster selected.

Given a list of 20 manipulative tasks for a beginning job, select 10 that would be of primary importance.

Pass arithmetic tests of the type often given as "aptitude" tests to beginning employees.

Complete a job order form with all essential information needed.

Behavioral Objectives

The student will be able to:

Simulate making appointments over the telephone for interviews.

Write a letter of application for a job and/or a job interview.

Properly conduct himself during a job interview.

Prepare a job resumé or a personal data sheet.

Write a thank you letter as a part of followup.

Topics, Content, Instru

II. *THE JOB INTERVIEW*

A. The Letter of Application

1. Form of simple business
2. Three basic parts in an
3. How to put "sell" in a

B. The Resumé

1. Four basic parts of the
2. Specific items to inclu

C. The Interview

1. Preparing for the inter (grooming and research
2. The application blank a
3. The interview itself
   a. Opening remarks and p
   b. How to answer questio view
   c. Problem situations th during an interview
      . Telephone interrupt
      . Persons interruptin
      . Difficult questions interviewer
   d. The conclusion of the

D. The Followup

1. Procedure to follow imm interview
2. Followup procedure with the interview

S

ehavioral Objectives

able to:

ppointments over the telephone

application for a job and/or a

himself during a job interview.

umé or a personal data sheet.

letter as a part of followup.

Topics, Content, Instructional Areas

II. *THE JOB INTERVIEW*

A. The Letter of Application

1. Form of simple business letter
2. Three basic parts in any business letter
3. How to put "sell" in a business letter

B. The Resumé

1. Four basic parts of the resumé
2. Specific items to include on each part

C. The Interview

1. Preparing for the interview beforehand (grooming and research about the company)
2. The application blank and the receptionist
3. The interview itself
   a. Opening remarks and procedure
   b. How to answer questions during the interview
   c. Problem situations that could occur during an interview
      - Telephone interruption
      - Persons interrupting
      - Difficult questions that commit the interviewer
   d. The conclusion of the interview

D. The Followup

1. Procedure to follow immediately after the interview
2. Followup procedure within three weeks of the interview

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Use available filmstrips and tapes to go over the job interview techniques in class.

Have DECA Job Interview contestants demonstrate to the class.

Invite a personnel director or employment interviewer to class and have him or her discuss with the students the kinds of questions often asked an applicant for an entry-level job.

Using overhead transparencies, show the class the basic parts of a data sheet or resumé.

Use overhead transparencies and filmstrips to review letters of application with the class.

Evaluate student job interview "role playing" in class, using the DECA handbook evaluation checklist.

Tape a job interview given in class and have the class criticize the interview objectively.

Video tape an interview in class and review the results with the student and the interviewer.

Evaluation--Correlated With Behav

The student will:

Write a letter of application in re
Wanted Ad" for a particular job wit
in which he or she has a career int

Ask 10 types of questions the stude
during an interview.

Write a job personal data sheet to
or her letter of application. This
be factual and apply to the student
training, experience, and education

"Interview" for the jobs for which
t[illegible] letters.

Use a checklist to indicate correct
followup.

ons and Student Activities
ccupational Clusters

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interview "role playing" in
handbook evaluation checklist.

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nterview objectively.

ew in class and review the
ent and the interviewer.

Evaluation--Correlated With Behavioral Objectives

The student will:

Write a letter of application in response to a "Help Wanted Ad" for a particular job within the job cluster in which he or she has a career interest.

Ask 10 types of questions the student could expect during an interview.

Write a job personal data sheet to include with his or her letter of application. This data sheet should be factual and apply to the student's present level of training, experience, and education.

"Interview" for the jobs for which they wrote application letters.

Use a checklist to indicate correct procedure in followup.

Behavioral Objectives

The student will be able to:

Identify several specific occupations as to education required and opportunity offered.

Evaluate himself in terms of interests and aptitudes for several occupations.

Apply the 16 occupational clusters in marketing and distribution to selected careers of personal interest.

Topics, Contents, Instruc

III. *CHOOSING A VOCATION*

A. Factors Influencing Choice

B. Basic Need for Training

C. Job Sources

1. Coordinator
2. Friends
3. Family
4. Advertisements
5. Personal canvassing
6. State Employment Service
7. Private agencies

D. Career Opportunities in Ma

4.01 Advertising services
4.02 Apparel and accessories
4.03 Automotive services
4.04 Finance and credit
4.05 Food distribution and fo
4.06 General merchandise
4.07 Home furnishings service
4.08 Hotel and lodging
4.09 Warehousing, wholesaling
4.10 Insurance
4.11 International trade
4.12 Petroleum services
4.13 Real estate
4.14 Recreation and tourism
4.15 Hardware, building mater
garden supplies

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selected careers of personal

Topics, Contents, Instructional Areas

III. *CHOOSING A VOCATION*

A. Factors Influencing Choice of Work

B. Basic Need for Training

C. Job Sources

1. Coordinator
2. Friends
3. Family
4. Advertisements
5. Personal canvassing
6. State Employment Service
7. Private agencies

D. Career Opportunities in Marketing

4.01 Advertising services
4.02 Apparel and accessories
4.03 Automotive services
4.04 Finance and credit
4.05 Food distribution and food services
4.06 General merchandise
4.07 Home furnishings services
4.08 Hotel and lodging
4.09 Warehousing, wholesaling, and transportation
4.10 Insurance
4.11 International trade
4.12 Petroleum services
4.13 Real estate
4.14 Recreation and tourism
4.15 Hardware, building materials, farm and garden supplies

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Show selected movies or filmstrips on various occupations.

Have persons directly engaged in various occupations speak to the class.

Prepare bulletin boards on specific jobs.

Cut from the New York Times' or local newspaper's classified section all types of advertisements regarding various career opportunities. Prepare a bulletin board with these cutouts.

Obtain sample pre-employment tests and administer in class.

Have students with jobs relate experiences they have encountered.

In reviewing the 16 job clusters, it should be pointed out to the student the qualifications needed for job success. (Note: Clusters grouped in related order, suggest at least two clusters every day.)

The DECA contest project on Career Manual may be used as a class project.

The DECA "Merit Awards Program," (MAP) provides classroom and community assistance to the student in selecting a career.

Evaluation--Correlated With Beha

The student will:

Identify four occupations from a s
indicate the requirements for succ

From the Food Distribution & Food S
evaluate a possible job choice. (T
any of the job clusters in which a
interested.) Consider such factors

. Education and skill required
. Wages, beginning and advance
. Promotion opportunities

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Occupational Clusters

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ast two clusters every day.)

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ds Program," (MAP) provides class-
ssistance to the student in

Evaluation--Correlated With Behavioral Objectives

The student will:

Identify four occupations from a selected cluster and indicate the requirements for success in the occupations.

From the Food Distribution & Food Services cluster, evaluate a possible job choice. (This can be done for any of the job clusters in which a student is interested.) Consider such factors as:

- Education and skill required
- Wages, beginning and advanced
- Promotion opportunities

Behavioral Objectives

The student will be able to:

Show knowledge of selling, sales promotion, advertising, and related areas.

State the objectives of the high school D.E. program for the student, the school, and the businessman.

Show how DECA is an adjunct to distributive education in high schools.

Topics, Content, Instruc

III. *DISTRIBUTIVE EDUCATION - prog in marketing and distribution*

A. Develop Communications and

B. Develop Knowledges

1. Selling
2. Sales promotion
3. Buying
4. Operating a business
5.
6.
7.
8.

C. Develop Attitudes

1. Self concept
2. Working with others
3.
4.

D. Develop Economic Understand

1. How goods are distributed
2. Importance of distributio
3. Kinds of jobs in distribu

E. DECA - National Youth Progr Leaders in Marketing and Di

1. Local and regional organi
2. State and national organi
3. Practice what you learn
    a. Civic consciousness
    b. Social intelligence
    c. Leadership developmen
    d. Vocational understand
    e. DECA contests and pro
4. Select a career in market

vioral Objectives

ble to:

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ated areas.

s of the high school D.E. program
e school, and the businessman.

adjunct to distributive
chools.

Topics, Content, Instructional Areas

III. *DISTRIBUTIVE EDUCATION - program of instruction in marketing and distribution.*

A. Develop Communications and Mathematics Skills

B. Develop Knowledges

1. Selling
2. Sales promotion
3. Buying
4. Operating a business
5. Market research
6. Management
7. Product knowledge
8. Knowledge of services

C. Develop Attitudes

1. Self concept
2. Working with others
3. Company loyalty
4. Customer relations

D. Develop Economic Understanding

1. How goods are distributed
2. Importance of distribution
3. Kinds of jobs in distribution

E. DECA - National Youth Program to Develop Future Leaders in Marketing and Distribution.

1. Local and regional organizations
2. State and national organizations
3. Practice what you learn
    a. Civic consciousness
    b. Social intelligence
    c. Leadership development
    d. Vocational understanding
    e. DECA contests and projects
4. Select a career in marketing and distribution

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have a former D.E. student speak to the class on the benefits of distributive education.

Discuss the D.E. program with the class including the course of study and classroom operating procedures.

Show the films "The D.E. Story" and/or "Tell It Like It Is."

Discuss the types of activities available to students in the D.E. program.

Discuss the DECA handbook and local, state, and national programs.

Have the students explain the meaning of the various parts of the national DECA emblem.

Contact state DECA headquarters and request information on starting a DECA chapter when the students are interested.

Ask representatives of local private, two- and four-year educational institutions to come to the class and discuss their instructional programs in marketing, merchandising, and management.

Have the students outline several training programs available to employees of firms engaged in marketing and distribution.

Evaluation--Correlated With Beha

The student will:

Define 10 terms common to the area
distribution.

Prepare a list of 20 skills, knowl
that should be possessed by an indi
to work in marketing and distribut

ons and Student Activities
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of firms engaged in
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Evaluation--Correlated With Behavioral Objectives

The student will:

Define 10 terms common to the area of marketing and distribution.

Prepare a list of 20 skills, knowledges, and attitudes that should be possessed by an individual who wishes to work in marketing and distribution.

Behavioral Objectives

The student will be able to:

Determine if a cooperative education program is feasible for him or her as a capstone high school experience.

Describe several company training programs available after placement directly from secondary school in a distributive job.

Decide if higher education rather than immediate employment is more advantageous to his or her career objective.

Topics, Content, Instru

F. Cooperative Part-Time Trai
earn and learn and explore
the job

G. Management Training Progra
  1. J. C. Penney Co. or Korv
  2. Sears Roebuck & Co. or M
  3. Neisner Brothers or K-Ma
  4. F. W. Woolworth or W. T.
  5. Macy's or Gimbel's

H. Advanced Education
  1. Kinds of higher educatio
     a. four-year colleges a
     b. two-year junior and
     c. Business, trade, and
     d. Other continuing edu
  2. Visit institutions
  3. Determine entrance requi

havioral Objectives

ble to:

perative education program is
r her as a capstone high school

ompany training programs
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butive job.

ducation rather than immediate
advantageous to his or her

Topics, Content, Instructional Areas

F. Cooperative Part-Time Training - a chance to earn and learn and explore in school and on the job

G. Management Training Programs - in firms such as:

1. J. C. Penney Co. or Korvette
2. Sears Roebuck & Co. or Montgomery Ward & Co.
3. Neisner Brothers or K-Mart
4. F. W. Woolworth or W. T. Grant
5. Macy's or Gimbel's

H. Advanced Education

1. Kinds of higher education
    a. four-year colleges and universities
    b. two-year junior and community colleges
    c. Business, trade, and technical schools
    d. Other continuing education
2. Visit institutions
3. Determine entrance requirements

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Using libraries and the guidance office, the class can develop a list of business schools, community colleges, and four-year colleges that offer programs in marketing and distribution.

The students can find common courses and sequence patterns in the marketing and distribution programs through research in college catalogs.

Have the students prepare lists of costs connected with pursuing a course of study on the post-secondary level in marketing and distribution.

Ask representatives of local business to come to the class and discuss opportunities for training and advancement available to distributive education students who are employed by their companies.

Have teams of students visit stores and post-secondary educational institutions and interview students involved in training in marketing and distribution.

Evaluation--Correlated With Beha

The student will:

Select a possible post-high school
institution, describe the program
take, and estimate the costs of at

Be judged upon accuracy and comple
for his or her point of view as a
debate before the class. The stud
of the following positions:

- Quit high school and start in
  the bottom and work your way u
- Go into a company inservice tr
  right after graduating from hi
  while you learn.
- All you need for the best jobs
  and marketing is a two-year as
- In order to really get places
  need a bachelor's or master's

ions and Student Activities
Occupational Clusters

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business schools, community
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to distributive education
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s visit stores and post-secondary
ons and interview students
in marketing and distribution.

Evaluation--Correlated With Behavioral Objectives

The student will:

Select a possible post-high school educational institution, describe the program he or she would take, and estimate the costs of attending.

Be judged upon accuracy and completeness of arguments for his or her point of view as a participant in a debate before the class. The students may defend any of the following positions:

- Quit high school and start in a business from the bottom and work your way up.
- Go into a company inservice training program right after graduating from high school and earn while you learn.
- All you need for the best jobs in distribution and marketing is a two-year associate degree.
- In order to really get places in a career, you need a bachelor's or master's degree in marketing.

Product knowledge is essential in men's apparel and accessories.

PRODUCT INFORMATION

Product knowledge is essential in men's apparel and accessories.

PRODUCT INFORMATION

RELATED OCCUPATIONAL CLUSTERS
Apparel and Accessories (4.02); Home Furnishings (4

General Goals: . To stress to the student the importance of product knowledge and informa
selling goods and services

Behavioral Objectives

The student will be able to:

Show how product knowledge assists the salesman.

Give reasons for studying product information.

Give examples of the consumer being helped through better knowledge of the product being purchased.

Topics, Content, Instruc

I. *WHY PRODUCT INFORMATION IS S*

A. To Provide Goods That Will
Customers' Needs and Wants

B. To Help the Salesperson to

1. Select effective selling
merchandise to the custo
2. Answer customers' questi
3. Overcome sales resistanc
4. Gain self confidence
5. Keep the presentation in
6. Keep informed about new
and manufacturers

C. To Help the Customer to:

1. Appreciate the product b
2. Make intelligent buying
3. Properly use and/or main

RELATED OCCUPATIONAL CLUSTERS

Apparel and Accessories (4.02); Home Furnishings (4.10)

To stress to the student the importance of product knowledge and information in selling goods and services

avioral Objectives

ble to:

owledge assists the salesman.

udying product information.

e consumer being helped through
the product being purchased.

Topics, Content, Instructional Areas

I. *WHY PRODUCT INFORMATION IS STUDIED*

A. To Provide Goods That Will Best Meet the Customers' Needs and Wants

B. To Help the Salesperson to:

1. Select effective selling points in presenting merchandise to the customers
2. Answer customers' questions intelligently
3. Overcome sales resistance
4. Gain self confidence
5. Keep the presentation interesting
6. Keep informed about new products, materials, and manufacturers

C. To Help the Customer to:

1. Appreciate the product being presented
2. Make intelligent buying decisions
3. Properly use and/or maintain the product

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have the students conduct a survey of customers as to situations where lack of product knowledge caused them not to buy.

The class can conduct a second survey of customers as to situations where adequate product knowledge was used and the customers' impressions when the product was purchased.

Discuss the improvement of selling skill that comes from merchandise information.

Consider the salesperson as a "buying counselor" and discuss other name changes taking place such as "customer representative."

Random customers can be interviewed to determine how much they know about a product and what they want to know about it when they purchase it.

Have students, working in teams, shop for a product or service and determine whether the salesperson possesses the necessary merchandise information to effectively sell the product.

Discuss the promotional opportunities available for apparel salespeople in local stores.

List several items of apparel or accessories and discuss the buying motive most often used in the sale of these items.

Evaluation--Correlated With Beh

The student will:

Provide eight reasons why product
studied.

Describe three purchases in which
have knowledge of the product.

Demonstrate a sale in which the s
requires intimate and thorough kn
product.

estions and Student Activities
th Occupational Clusters

onduct a survey of customers as to
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ct a second survey of customers as
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of apparel or accessories and dis-
ive most often used in the sale

Evaluation--Correlated With Behavioral Objectives

The student will:

Provide eight reasons why product information is studied.

Describe three purchases in which the buyer should have knowledge of the product.

Demonstrate a sale in which the student-salesperson requires intimate and thorough knowledge of the product.

Behavioral Objectives

The student will be able to:

List sources of product information.

Use sources of product information.

Topics, Content, Instruc

II. *SOURCES OF PRODUCT INFORMATI*

A. Direct

1. Advertising about the pr
2. Competing products
3. Labels and tags on produ
4. Visits to factories and
5. Personal use of the prod

B. Other People

1. Consumer information sem
2. Consumer bureaus and per
3. Contact with customers
4. Sales training classes
5. Contact with other sales
6. Friends and colleagues
7. Contact with store buyer
8. Observing sales taking p

C. Literature

1. Special publications for
   a. Publications by the
      Merchants Associatio
   b. Trade papers and tra
      - Stores
      - Hardware Retailer
      - Chain Store Age
      - Women's Wear Dail
      - Home Furnishings
      - Supermarket News
      - Other Fairchild P
      - Progressive Groce

ehavioral Objectives

able to:

roduct information.

oduct information.

Topics, Content, Instructional Areas

II. *SOURCES OF PRODUCT INFORMATION*

A. Direct

1. Advertising about the product
2. Competing products
3. Labels and tags on products
4. Visits to factories and wholesalers
5. Personal use of the product

B. Other People

1. Consumer information seminars
2. Consumer bureaus and periodicals
3. Contact with customers
4. Sales training classes
5. Contact with other salespeople
6. Friends and colleagues
7. Contact with store buyers
8. Observing sales taking place

C. Literature

1. Special publications for retailers
   a. Publications by the National Retail Merchants Association
   b. Trade papers and trade journals
      - Stores
      - Hardware Retailer
      - Chain Store Age
      - Women's Wear Daily
      - Home Furnishings Daily
      - Supermarket News
      - Other Fairchild Publications
      - Progressive Grocer

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Survey the local retail businessmen, wholesalers, warehousemen, transportation companies and insurance men and prepare a listing of magazines and trade journals subscribed to by each of these groups. It may be possible to get old copies of these magazines and trade journals for the classroom.

After obtaining labels from merchandise items, evaluate and discuss in class the legibility and the amount of necessary information given or not given by the manufacturer.

Student teams can compare a product they sell or use with a competing product.

Have each student collect 5 to 10 tags, labels, newspaper and magazine ads on an apparel or home furnishings items and prepare a notebook rating each tag, label or ad as a good or poor source of product information.

Discuss the various types of product information that may be found in a library.

Have a home economist from your local Cooperative Extension Service appear before the class and discuss product knowledge and how their organization can help. Other visits may be necessary to discuss fabric finishes, labeling facts, clothing care, fabric facts, and so on.

Compare the information available in pamphlets on intangibles, such as insurance, with the information shown on the container of tangible products.

Invite the home economics teacher or students to demonstrate apparel and home furnishings care with the class.

Evaluation--Correlated With Beha
The student will:

For each of five products in appar
home furnishings or services list
merchandise information.

Name five consumer magazines that
on apparel and accessories, hardwa

From a catalog description of a pr
between technical information for
information for the consumer.

Write a report of approximately 20
panel presentation on a product ad
trade publications.

Describe five sources of product i
of the store in which the salesper

Make a sales presentation of a pro
sales techniques and product infor
the student. DECA rating for sale
be used as a marking guide.

ons and Student Activities
ccupational Clusters

l businessmen, wholesalers, ware-
on companies and insurance men
of magazines and trade journals
of these groups. It may be
pies of these magazines and trade
room.

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given or not given by the

are a product they sell or use
ct.

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on an apparel or home fur-
pare a notebook rating each
good or poor source of product

pes of product information that
ary.

from your local Cooperative
ar before the class and discuss
how their organization can help.
cessary to discuss fabric
ts, clothing care, fabric

n available in pamphlets on
nsurance, with the information
of tangible products.

ics teacher or students to
d home furnishings care with

Evaluation--Correlated With Behavioral Objectives

The student will:

For each of five products in apparel and accessories, home furnishings or services list three sources of merchandise information.

Name five consumer magazines that contain information on apparel and accessories, hardware, or home furnishings.

From a catalog description of a product, differentiate between technical information for the retailer and information for the consumer.

Write a report of approximately 200 words or have a panel presentation on a product advertised in two trade publications.

Describe five sources of product information outside of the store in which the salesperson works.

Make a sales presentation of a product or service using sales techniques and product information gathered by the student. DECA rating for sales demonstration can be used as a marking guide.

PRODUCT INFORMATION

Behavioral Objectives

The student will be able to:

Assemble product information.

Understand what product information is needed.

Topics, Content, Instruct

C. Literature (Cont'd)

2. Other literature
   - a. Product manuals
   - b. Sales literature
     - . Leaflets (J. C. Pe
     - . Circulars and pamp
     - . Books
   - c. General consumer maga
   - d. Government publicatio Printing Office)
   - e. Consumer Testing Bure
     - . Consumer's Report
     - . Buyer's Guide
   - f. Mail order catalogs

III. *WHAT INFORMATION IS NEEDED*

A. History and Development

B. Appearance of Product

C. Composition of Product

D. Processes Used in Manufactu

E. Uses of the Product

F. Serviceability of the Produ

G. Care of the Product

H. Company History and Policie

I. Comparison With Competition

avioral Objectives

ble to:

formation.

duct information is needed.

Topics, Content, Instructional Areas

C. Literature (Cont'd)

2. Other literature
   - a. Product manuals
   - b. Sales literature
     - . Leaflets (J. C. Penney Co., Sears, HFC)
     - . Circulars and pamphlets
     - . Books
   - c. General consumer magazines and newspapers
   - d. Government publications (Government Printing Office)
   - e. Consumer Testing Bureau publications
     - . Consumer's Report
     - . Buyer's Guide
   - f. Mail order catalogs

III. *WHAT INFORMATION IS NEEDED*

A. History and Development

B. Appearance of Product

C. Composition of Product

D. Processes Used in Manufacture

E. Uses of the Product

F. Serviceability of the Product

G. Care of the Product

H. Company History and Policies

I. Comparison With Competition

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

The instructor can select catalog descriptions, i.e., Montgomery Wards, Sears, Penneys, Spiegels, Allied Radio. Ask the student to list the selling points included in each description. The student may classify the selling points as to use, performance, composition, construction, or care of the product.

Each member of the class should select a product he or she is presently selling or one which is extensively advertised and write a paper or discuss the product's company history, its manufacture, and its physical appearance and sales features.

Evaluation--Correlated With Beha

The student will:

In a matching test, correctly alig
the best source of information for

Given a printed list of 20 product
types and kinds, indicate in one o
columns whether the amount of produ
required for each is "little or no
"much."

Name 10 products that require much
knowledge and 10 products that req
product knowledge.

Match 15 numbered descriptions of
product information items with the
listed in an adjacent column.

tions and Student Activities Occupational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
lect catalog descriptions, i.e., rs, Penneys, Spiegels, Allied nt to list the selling points ription. The student may points as to use, performance, tion, or care of the product.	In a matching test, correctly align 10 products with the best source of information for each product.
ass should select a product he elling or one which is exten- write a paper or discuss the tory, its manufacture, and its nd sales features.	Given a printed list of 20 products of various types and kinds, indicate in one of three columns whether the amount of product knowledge required for each is "little or none," "some," or "much." Name 10 products that require much product knowledge and 10 products that require little product knowledge. Match 15 numbered descriptions of various product information items with the terms listed in an adjacent column.

PRODUCT INFORMATION

Behavioral Objectives

The student will be able to:

Demonstrate ability to use the product information he has found.

Topics, Content, Instruc

IV. *HOW TO USE PRODUCT INFORMATI*

A. Analysis of Features Not R

1. Special purposes or addi
2. Product durability and r
3. Reputation of producer a
4. Intrinsic value of produ
5. Warranties

B. Analysis of Product Featur

1. Product features
    - a. Size
    - b. Weight
    - c. Shape
    - d. Design
    - e. Pattern
    - f. Color
    - g. Ma
    - h. Co
    - i. Fi
    - j. Od
    - k. Pa
2. Product benefits
    - a. Comfort (warmth, coo
    - b. Pleasing to senses (sound)
    - c. Protection (contribu
    - d. Prestige (pride of o
    - e. Relaxation (escape f
    - f. Contribution to know
    - g. Serviceability (dura
    - h. Ease of use
    - i. Ease of operation
    - j. Ease of care
    - k. Savings in cost of o
    - l. Savings on cost of u

N

Behavioral Objectives

e able to:

ity to use the product
as found.

Topics, Content, Instructional Areas

IV. *HOW TO USE PRODUCT INFORMATION*

A. Analysis of Features Not Readily Apparent

1. Special purposes or additional uses
2. Product durability and reliability
3. Reputation of producer and/or seller
4. Intrinsic value of product
5. Warranties

B. Analysis of Product Features and Benefits

1. Product features
   - a. Size
   - b. Weight
   - c. Shape
   - d. Design
   - e. Pattern
   - f. Color
   - g. Material or composition
   - h. Construction
   - i. Finish or texture
   - j. Odor and taste
   - k. Packaging
2. Product benefits
   - a. Comfort (warmth, coolness, softness)
   - b. Pleasing to senses (appearance, taste, sound)
   - c. Protection (contribution to health)
   - d. Prestige (pride of ownership)
   - e. Relaxation (escape from routine)
   - f. Contribution to knowledge
   - g. Serviceability (durability, reliability)
   - h. Ease of use
   - i. Ease of operation
   - j. Ease of care
   - k. Savings in cost of operation
   - l. Savings on cost of upkeep

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Arrange for various buyers to speak to the students illustrating product features, benefits, and selling themes.

The student should prepare an analysis sheet of features of a product or service and using those features to construct selling sentences and benefits.

In order to familiarize the class with certain terms used in connection with various products, prepare a list of typical merchandise terms (i.e. colorfast, sanforized, permanent press, waterproof, etc.) and have the student give definitions of each of these.

Have each student keep a notebook which would include "selling sentences" for various products discussed in class.

Give examples of specific statements based on facts as compared to selling statements made using generalities (i.e., "This is the best-selling of the leading products.").

Have the students bring in various kinds of wearing apparel made of different fabrics and explain features, benefits, and selling points.

Evaluation--Correlated With Beh

The student will:

From the sales or instruction info
about a selected product, write 10
product information.

Show an understanding of a product
prepared by the teacher by convert
features into selling points or se

Give a sales demonstration in whic
statements about the product based

Write five selling sentences using
from his study of product developm

stions and Student Activities
h Occupational Clusters

buyers to speak to the students
features, benefits, and selling

repare an analysis sheet of
t or service and using those
t selling sentences and benefits.

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e definitions of each of these.

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for various products discussed

cific statements based on facts
ng statements made using
"This is the best-selling of the

ing in various kinds of wearing
erent fabrics and explain
nd selling points.

Evaluation--Correlated With Behavioral Objectives

The student will:

From the sales or instruction information printed about a selected product, write 10 items of product information.

4

Show an understanding of a product analysis sheet prepared by the teacher by converting product features into selling points or selling sentences.

Give a sales demonstration in which he or she uses statements about the product based upon fact.

Write five selling sentences using the data obtained from his study of product development and manufacture.

PRODUCT INFORMATION

Behavioral Objectives

The student will be able to:

Analyze and match product features and benefits.

Write selling sentences using product information.

Communicate product information.

Topics, Content, Instruc

B. Analysis of Product Featur

3. Matching benefits and fe

Examples:

Feature	Benef
Size	Comfo
Color	Pleas
Style	Versa
Construction	Durab

C. Communicating Product Info

1. Recognize customer buyin
2. Distinguish features of
3. Convert benefits and fea sentences
4. Persuade customers to pa
   a. Makes customer more
   b. Helps salesman bette needs
   c. Facilitates decision
5. Listen to customer to re
6. Answer customers' object product information

havioral Objectives

able to:

product features and benefits.

ences using product information.

t information.

Topics, Content, Instructional Areas

B. Analysis of Product Features and Benefits

3. Matching benefits and features

Examples:

Feature	Benefit
Size	Comfort and good fit
Color	Pleasing appearance
Style	Versatility
Construction	Durability

C. Communicating Product Information

1. Recognize customer buying motives
2. Distinguish features of product
3. Convert benefits and features into selling sentences
4. Persuade customers to participate and talk
    a. Makes customer more alert during sales talk
    b. Helps salesman better understand customers' needs
    c. Facilitates decision to purchase the product
5. Listen to customer to really hear
6. Answer customers' objections with specific product information

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Require each student to hand in a notebook containing pertinent product information derived through class discussion and individual research.

Evaluation--Correlated With Beha

The student will:

Submit the notebook or manual which
compiling. Grade for completeness,
etc. The notebook should contain:
- Definitions of merchandising te
- Selling sentences using product
- Other information stipulated af
  and agreement between the stude

tions and Student Activities
Occupational Clusters

o hand in a notebook
product information
discussion and individual

Evaluation--Correlated With Behavioral Objectives
The student will:

Submit the notebook or manual which he or she has been compiling. Grade for completeness, accuracy, neatness, etc. The notebook should contain:

- Definitions of merchandising terms
- Selling sentences using product information
- Other information stipulated after discussion and agreement between the student and teacher.

Behavioral Objectives

The student will be able to:

Construct a merchandise manual similar to those used in DECA competitive events.

Topics, Content, Instruct

V. *MERCHANDISE INFORMATION MANUA*

A. What Your Customer Wants to

1. What the article is
2. Who uses it
3. What it is used for
4. How it is used
5. What it will do for the u
6. Outstanding features
7. Colors, sizes, and styles
8. How it can be used in com goods
9. History or background

B. Qualities Customer Looks fo

1. Beauty
2. Color
3. Cut and fit
4. Comfort
5. Durability
6. Design
7. Ease of care
8. Fa
9. Fa
10. Fi
11. Qu
12. Se
13. St
14. Wo

ioral Objectives

le to:

ise manual similar to
ompetitive events.

Topics, Content, Instructional Areas

V. *MERCHANDISE INFORMATION MANUAL*

A. What Your Customer Wants to Know

1. What the article is
2. Who uses it
3. What it is used for
4. How it is used
5. What it will do for the user
6. Outstanding features
7. Colors, sizes, and styles available
8. How it can be used in combination with other goods
9. History or background

B. Qualities Customer Looks for in the Product

1. Beauty
2. Color
3. Cut and fit
4. Comfort
5. Durability
6. Design
7. Ease of care
8. Fabric or material
9. Fastness of color
10. Finish
11. Quality
12. Serviceability
13. Strength
14. Workmanship

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students discuss how they put their merchandise manual together, what problems they had, and have the class make suggestions to help.

Have the students make oral presentations on their manuals and display them to the class.

Request use of a winning merchandise information manual of DECNY-DECA for review.

Evaluation--Correlated With Beha

The student will:

Select a product or service that is
his career interest. The product o
be something that can be researched
evaluated intelligently. Make a ca
analysis of the product cr service
in the outline to guide him or her
report.

Prepare data about a product in the
merchandise manual that is a compre
source of useful information.

ns and Student Activities
cupational Clusters

ow they put their merchandise
roblems they had, and have the
to help.

oral presentations on their
m to the class.

g merchandise information
r review.

Evaluation--Correlated With Behavioral Objectives

The student will:

Select a product or service that is in the area of his career interest. The product or service should be something that can be researched, studied and evaluated intelligently. Make a careful study and analysis of the product or service using the section in the outline to guide him or her in writing the report.

Prepare data about a product in the form of a merchandise manual that is a comprehensive reference source of useful information.

Behavioral Objectives

The student will be able to:

Demonstrate a knowledge of merchandising terms and language.

Explain the differences between generic and brand names.

Know the advantages and disadvantages of private brands.

Describe the differences between national brands and private brands.

Topics, Content, Instru

D. How to Promote the Produc
   1. Selling sentences
   2. Advertising suggestions
   3. Display suggestions

E. Technical Terms
   1. Descriptive adjectives
   2. Terms
   3. Glossary

F. Summary
   1. Product features and be
   2. Highlight of manufactur
   3. How to sell
   4. Common customers' quest

G. Bibliography

VI. *PRODUCT BRANDS*

A. Importance of Brand Names
   1. Assures seller of repea
   2. Assures customer of con quality
   3. Adds value to merchandi

B. Types of Brands
   1. National
   2. Private
      a. Advantages
         . Repeat patronage certain store
         . Price benefit - nationally
         . Retailer free fr tion

ION

Behavioral Objectives

be able to:

nowledge of merchandising terms

fferences between generic and brand

ages and disadvantages of private

fferences between national brands and

Topics, Content, Instructional Areas

D. How to Promote the Product
  1. Selling sentences
  2. Advertising suggestions
  3. Display suggestions

E. Technical Terms
  1. Descriptive adjectives
  2. Terms
  3. Glossary

F. Summary
  1. Product features and benefits
  2. Highlight of manufacture
  3. How to sell
  4. Common customers' questions

G. Bibliography

VI. *PRODUCT BRANDS*

A. Importance of Brand Names
  1. Assures seller of repeated demand for product
  2. Assures customer of consistent product quality
  3. Adds value to merchandise (respected brand)

B. Types of Brands
  1. National
  2. Private
    a. Advantages
      . Repeat patronage - brand only at certain store
      . Price benefit - goods not advertised nationally
      . Retailer free from direct price competition

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beha The student will:
Elicit conversations and discussions with and among the students in which an increasing number of merchandising terms are used.	Given a matching test or a multiple able to accurately identify 25 word used in merchandising.
Choose some apparel and accessory items that are sold in a local store under both national and private brands and compare price, quality and advantages for each. Discuss in class. Have students bring to class symbols that depict well-known brands.	Give three advantages and three dis brand names.

ions and Student Activities
Occupational Clusters

nd discussions with and among
an increasing number of
e used.

d accessory items that are sold
both national and private
ce, quality and advantages for
s.

class symbols that depict

Evaluation--Correlated With Behavioral Objectives

The student will:

Given a matching test or a multiple choice test, be able to accurately identify 25 words or phrases commonly used in merchandising.

Give three advantages and three disadvantages of brand names.

Behavioral Objectives

The student will be able to:

Explain how fashion trends develop.

Topics, Content, Instru

B. Types of Brands

2. Private
    b. Disadvantages
        - Hard to win cust
        - Higher local adv
        - The brand name m by someone else

VII. *FASHION GOODS*

A. Created for a Particular

B. Discovered From Existing Cultural Groups

C. Operation of Fashion Cycl

ON

Behavioral Objectives

e able to:

ion trends develop.

Topics, Content, Instructional Areas

B. Types of Brands

2. Private

b. Disadvantages

- Hard to win customer acceptance
- Higher local advertising cost
- The brand name may be registered by someone else

VII. *FASHION GOODS*

A. Created for a Particular Audience

B. Discovered From Existing Styles of Different Cultural Groups

C. Operation of Fashion Cycles

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Discuss qualities which are most important for the salesperson of fashion apparel to possess.

Have the buyer of fashion merchandise discuss his or her job and to show samples of fashion products.

Have students select a wearing apparel item and discuss information given on the label.

Have the student research the steps in a fashion cycle and discuss in class.

Discuss "fashion" in home furnishings.

Evaluation--Correlated With Behav

The student will:

Write and present a short scenario show.

State three ways product informatio a fashion show.

Name three careers in the fashion i

Describe three products that are co fashion and why they are.

ions and Student Activities Occupational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
ch are most important for the n apparel to possess.	Write and present a short scenario for a fashion show.
hion merchandise discuss his or amples of fashion products.	State three ways product information is presented in a fashion show.
a wearing apparel item and discuss the label.	Name three careers in the fashion industry.
arch the steps in a fashion cycle	Describe three products that are considered high fashion and why they are.
home furnishings.	

Students must learn how to draw up and read specifications if they intend to be employed in the buying of home furnishings or general merchandise.

BUYING MERCHANDISE

Students must learn how to draw up and read specifications if they intend to be employed in the buying of home furnishings or general merchandise.

BUYING MERCHANDISE

RELATED OCCUPATIONAL CLUSTERS
General Merchandise - Retail (4.08); Home Furnis

General Goals: To familiarize the student with:

- The role of retail buying
- Determining what to buy to satisfy consumer needs
- Selecting resources
- Negotiating for merchandise
- The purchase order
- Determining the effectiveness of the buyer

Behavioral Objectives	Topics, Content, Instr
The student will be able to:	I. *THE ROLE OF RETAIL BUYING* *Purchasing Agent for Consu*
Describe several business operations that are functions of marketing.	A. Marketing Activities 1. Product planning 2. Pricing 3. Product promotion 4. Distribution
Give the goals of marketing.	B. Marketing Goals 1. Attain customer satisf 2. Maximize profit 3. Serve best interest of
Explain the factors upon which successful marketing depends.	C. The Essentials of Market 1. Rapid response to cons 2. Use of best channels 3. Exchange of informatio 4. Application of effecti techniques
Describe the essentials of the retailer's merchandising function.	D. Merchandising at the Ret 1. Right merchandise 2. In right place 3. At right time 4. In right quantity 5. At right price

RELATED OCCUPATIONAL CLUSTERS
General Merchandise - Retail (4.08); Home Furnishings (4.10)

To familiarize the student with:

- The role of retail buying
- Determining what to buy to satisfy consumer needs
- Selecting resources
- Negotiating for merchandise
- The purchase order
- Determining the effectiveness of the buyer

Behavioral Objectives	Topics, Content, Instructional Areas
e able to:	I. *THE ROLE OF RETAIL BUYING - Serves as Purchasing Agent for Consumer*
business operations that are keting.	A. Marketing Activities 1. Product planning 2. Pricing 3. Product promotion 4. Distribution
f marketing.	B. Marketing Goals 1. Attain customer satisfaction 2. Maximize profit 3. Serve best interest of community
rs upon which successful marketing	C. The Essentials of Marketing Success 1. Rapid response to consumer demand 2. Use of best channels of distribution 3. Exchange of information with producers 4. Application of effective retailing techniques
ntials of the retailer's ction.	D. Merchandising at the Retail Level 1. Right merchandise 2. In right place 3. At right time 4. In right quantity 5. At right price

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Behavi The student will:
Invite a retail or wholesale furniture buyer or manager to describe his or her role or functions.	List and describe three marketing act buyer working for a retailer.
Have the students find magazine or newspaper articles on marketing and merchandising and present the best ones to the class.	State three marketing objectives in s
	Describe three actions a buyer would be successful.
Debate whether marketing, merchandising, buying, purchasing are the same or different.	List the five "rights" in merchandisi

s and Student Activities upational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
sale furniture buyer or or her role or functions.	List and describe three marketing activities of a buyer working for a retailer.
agazine or newspaper articles dising and present the best	State three marketing objectives in sentence form.
	Describe three actions a buyer would take in order to be successful.
, merchandising, buying, or different.	List the five "rights" in merchandising.

Behavioral Objectives	Topics, Content, Inst
The student will be able to:	
Give the factors that cause retailers to sell different merchandise.	E. Merchandising Varies Wi 1. Retailer's policy and 2. Purchasing power of c 3. Retailer's financial 4. Services offered
Develop an effective merchandise plan.	F. Develop Merchandise Pla 1. Proper inventory base 2. Adequate merchandise 3. Adequate stock depth
State the advantages of an effective merchandising plan.	G. Effective Plan 1. Provides maximum cons 2. Maximum sales 3. Maximum turnover 4. Maximum maintained gr
Identify the major functions of a buyer.	H. Buyer's Job Description 1. Identifies consumer n 2. Identifies suppliers 3. Develops a buying pla 4. Negotiates for mercha 5. Submits the order 6. Has knowledge and sco and its relation to h 7. Reports to and consul manager

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Behavioral Objectives

l be able to:

ors that cause retailers to sell
chandise.

fective merchandise plan.

ntages of an effective merchandising

najor functions of a buyer.

Topics, Content, Instructional Areas

E. Merchandising Varies With Each Retailer

1. Retailer's policy and image
2. Purchasing power of customers
3. Retailer's financial assets
4. Services offered

F. Develop Merchandise Plan

1. Proper inventory based on sales
2. Adequate merchandise breadth
3. Adequate stock depth

G. Effective Plan

1. Provides maximum consumer satisfaction
2. Maximum sales
3. Maximum turnover
4. Maximum maintained gross profit

H. Buyer's Job Description

1. Identifies consumer needs
2. Identifies suppliers
3. Develops a buying plan
4. Negotiates for merchandise
5. Submits the order
6. Has knowledge and scope of data processing and its relation to his job
7. Reports to and consults with merchandising manager

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Behavio The student will:
Have students who are working find out what merchandising plans, if any, are used by their firms.	Provide five factors to consider when to decide what merchandise to carry i
	Describe the "maximum benefits" of an merchandising plan.
Ask your class to invite any of their parents to speak about the position of buyer to the class.	Identify four duties of a buyer.

s and Student Activities upational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
rking find out what any, are used by their firms.	Provide five factors to consider when developing a plan to decide what merchandise to carry in his store.
	Describe the "maximum benefits" of an effective merchandising plan.
any of their parents to of buyer to the class.	Identify four duties of a buyer.

Behavioral Objectives

The student will be able to:
Describe today's "average consumer."

List the consumer characteristics that a buyer should know.

Analyze consumer buying habits.

Topics, Content, Inst

II. *HOW TO DETERMINE WHAT TO*
CONSUMER NEEDS

A. Who Is the Consumer?

1. Better informed re go
2. More mobile
3. Comparison shopper
4. Fashion conscious
5. Quality-oriented at r

B. Close Look at Consumer

1. Demography
   a. Population densit
   b. Family sizes
   c. Sex, race, religi
   d. Means of livelihoo
   e. Educational level
   f. Income distributio
   g. Mobility
   h. Age distribution
   i. Geographical trad
   j. Other, such as hou
      births, marriages
2. Buying patterns
   a. Frequency of purch
      service
   b. Brand and merchan
   c. Sensitivity to pri
      advertising
   d. Buyer class and m

Behavioral Objectives

be able to:
's "average consumer."

mer characteristics that a buyer

er buying habits.

Topics, Content, Instructional Areas

II. *HOW TO DETERMINE WHAT TO BUY TO SATISFY CONSUMER NEEDS*

A. Who Is the Consumer?

1. Better informed re goods and services
2. More mobile
3. Comparison shopper
4. Fashion conscious
5. Quality-oriented at reasonable prices

B. Close Look at Consumer

1. Demography
    a. Population density
    b. Family sizes
    c. Sex, race, religion, etc.
    d. Means of livelihood
    e. Educational levels
    f. Income distribution
    g. Mobility
    h. Age distribution
    i. Geographical trade area
    j. Other, such as housing, life expectancy, births, marriages, etc.

2. Buying patterns

    a. Frequency of purchase and need for service
    b. Brand and merchant loyalty
    c. Sensitivity to price, services, advertising
    d. Buyer class and motives

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Let the student-workers tell amusing anecdotes about "The oddest customer I ever saw" or "Why I enjoy meeting our patrons."

Pretest the class to determine their knowledge of demographic and statistical terms.

Work up a demographic survey on the chalkboard or on transparencies for your trading area.

Show the class how to use sampling techniques to arrive at useful statistics about local consumers.

Evaluation--Correlated With Behavio
The student will:

List five pieces of information a dem
obtains which would be useful to a me

Use a matching test to see if the cla
demographic and statistical terms to

Describe three consumer buying patter

ns and Student Activities
cupational Clusters

tell amusing anecdotes about
ever saw" or "Why I enjoy

termine their knowledge of
ical terms.

urvey on the chalkboard or on
trading area.

se sampling techniques to
tics about local consumers.

Evaluation--Correlated With Behavioral Objectives
The student will:

List five pieces of information a demographic survey obtains which would be useful to a merchandise buyer.

Use a matching test to see if the class has added demographic and statistical terms to their vocabularies.

Describe three consumer buying patterns.

BUYING MERCHANDISE

Behavioral Objectives

The student will be able to:

Provide several sources of information that will help a buyer select merchandise.

Explain such terms as model stock, buying plan, and O.T.B.

Outline the steps used in planning model stock.

Topics, Content, Instru

B. Close Look at Consumer

3. Personality of custome
   a. Conservative, impati
   b. Impulsive, easily in
   c. Affected by peer gro
   d. Style conscious, cos

C. Aids in Selecting Mercha

1. Observe the consumer
2. Analyze past sales
3. Compile want slips
4. Use comparison shoppin
5. Make consumer surveys
6. Use advisory committee
7. Consult with suppliers
8. Have advertising media
9. Read trade publication
10. Listen to sales person
11. Read consumer publicat
    a. Consumer guides
    b. Consumer reports

III. *WHAT MERCHANDISE TO PURCHAS*

A. Model Stock and Buying P

1. Model stock is a balan
2. Buying plan is what an
3. Open-to-buy options

B. Steps in Planning Model

1. Predict sales for peri
2. Determine stock turnov
3. Determine average stoc

ehavioral Objectives	Topics, Content, Instructional Areas
e able to:	B. Close Look at Consumer (Cont'd) 3. Personality of customer a. Conservative, impatient b. Impulsive, easily influenced c. Affected by peer group, social mores d. Style conscious, cost conscious
sources of information that will ect merchandise.	C. Aids in Selecting Merchandise 1. Observe the consumer 2. Analyze past sales 3. Compile want slips 4. Use comparison shopping reports 5. Make consumer surveys 6. Use advisory committees 7. Consult with suppliers 8. Have advertising media assist 9. Read trade publications 10. Listen to sales personnel 11. Read consumer publications a. Consumer guides b. Consumer reports
	III. *WHAT MERCHANDISE TO PURCHASE AND HOW MUCH*
ms as model stock, buying plan,	A. Model Stock and Buying Plan 1. Model stock is a balanced assortment 2. Buying plan is what and when to buy 3. Open-to-buy options
s used in planning model stock.	B. Steps in Planning Model Stock 1. Predict sales for period from past sales 2. Determine stock turnover 3. Determine average stock

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beha The student will:
Through your local merchants' association, chamber of commerce, or advisory committee, obtain samples of want slips, consumer surveys, trade publications, etc.	Describe four merchandise informati buyers.
Have students create merchandise resource file cards.	Name five items a buyer would inclu file card.
Take the class through the steps in establishing a model stock and buying plan. Then assign each student to create a plan for the store or merchandise of his or her choice.	Using complete sentences, describe buying plan, markup and markdown, t

ions and Student Activities Occupational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
rchants' association, chamber of committee. obtain samples of want ys, trade publications, etc.	Describe four merchandise information sources used by buyers.
erchandise resource file	Name five items a buyer would include on a resource file card.
the steps in establishing a plan. Then assign each student the store or merchandise of his	Using complete sentences, describe O.T.B., model stock, buying plan, markup and markdown, turnover, etc.

BUYING MERCHANDISE

Behavioral Objectives	Topics, Content, Instr
The student will be able to:	B. Steps in Planning Model 4. Determine BOM invento 5. Compile promotion exp 6. Provide for a regular 7. Estimate average sale 8. Decide upon the numbe assortment 9. Use a breakdown by ty sizes 10. Establish minimum sto 11. Determine markup, mar merchandise
Give several reasons why a buying plan is needed.	C. Why a Buying Plan Is Ne 1. Makes stock turnover 2. Provides lead time fo 3. Accommodates seasonal 4. Accounts for store si
Describe the factors that influence a buying plan.	D. Factors Influencing Buy 1. Merchandise usually c 2. Suppliers used 3. Location of store 4. Promotional policies 5. Purchasing methods a. Job lots b. Odd lots c. Bankruptcy liquid d. Irregulars and cl e. End of season f. Private label g. Bids
Identify staple merchandise items.	E. Buying Plan For Staple 1. Decide which are your 2. Establish reorder per 3. Determine weekly rate

Behavioral Objectives	Topics, Content, Instructional Areas
e able to:	B. Steps in Planning Model Stock (Cont'd)
	4. Determine BOM inventory
	5. Compile promotion expenses
	6. Provide for a regular assortment
	7. Estimate average sales
	8. Decide upon the number of units in the assortment
	9. Use a breakdown by types, styles, colors, sizes
	10. Establish minimum stocks
	11. Determine markup, markdown, maintained merchandise
sons why a buying plan is needed.	C. Why a Buying Plan Is Needed
	1. Makes stock turnover more efficient
	2. Provides lead time for purchasing
	3. Accommodates seasonal variations
	4. Accounts for store size
tors that influence a buying plan.	D. Factors Influencing Buying Plan
	1. Merchandise usually carried
	2. Suppliers used
	3. Location of store
	4. Promotional policies
	5. Purchasing methods
	a. Job lots
	b. Odd lots
	c. Bankruptcy liquidations
	d. Irregulars and close-outs
	e. End of season
	f. Private label
	g. Bids
erchandise items.	E. Buying Plan For Staple Merchandise
	1. Decide which are your staple items
	2. Establish reorder period
	3. Determine weekly rate of sale

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Behavi The student will:
Have interested students give oral reports on how a buying plan can be used effectively.	Give three advantages of using a buy
	Identify four occasions when the buye get special price reductions from sup
Request working students to bring in lists of staple items stocked by their firms.	A true-false or multiple choice test means for the class to select the mer stock items.

and Student Activities pational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
give oral reports on how a ffectively.	Give three advantages of using a buying plan.
	Identify four occasions when the buyer may be able to get special price reductions from suppliers.
to bring in lists of staple rms.	A true-false or multiple choice test would provide the means for the class to select the merchandise that are stock items.

BUYING MERCHANDISE

Behavioral Objectives	Topics, Content, Instr
The student will be able to:	E. Buying Plan For Staple M 4. Delivery period specif 5. Cushion established 6. Merchandise on order a 7. Compute open-to-buy (
Select fashion merchandise items.	F. Buying Plan For Fashion 1. Same as for staples 2. Provide for increases 3. Coordinate buying
Distinguish between seasonal and non-seasonal goods.	G. Buying Plan For Seasonal
	H. Short Term Buying Plan 1. Fad 2. Promotional 3. Special.
Define hand-to-mouth buying. Give the advantages and disadvantages of hand-to-mouth buying of merchandise.	I. Hand-to-Mouth Merchandis 1. Characteristics a. Many small orders b. Needs immediate de 2. Advantages a. Fresh inventory b. Small capital inve c. Small risk on adva d. Small risk for spo 3. Disadvantages a. High transportatio b. Reorder and receiv c. Higher prices per d. Loss of sales with

E

Behavioral Objectives

be able to:

merchandise items

ween seasonal and non-seasonal goods.

mouth buying.

ages and disadvantages of hand-to-
merchandise.

Topics, Content, Instructional Areas

E. Buying Plan For Staple Merchandise (Cont'd)

4. Delivery period specified
5. Cushion established
6. Merchandise on order and on hand
7. Compute open-to-buy (O.T.B.)

F. Buying Plan For Fashion Merchandise

1. Same as for staples
2. Provide for increases and decreases in stock
3. Coordinate buying

G. Buying Plan For Seasonal Goods

H. Short Term Buying Plan

1. Fad
2. Promotional
3. Special

I. Hand-to-Mouth Merchandise Buying

1. Characteristics
    a. Many small orders
    b. Needs immediate delivery
2. Advantages
    a. Fresh inventory
    b. Small capital investment
    c. Small risk on advance order amount
    d. Small risk for spoilage or obsolescence
3. Disadvantages
    a. High transportation costs
    b. Reorder and receiving expense
    c. Higher prices per item
    d. Loss of sales with depleted stocks

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have working students explain their responsibilities for ordering staple merchandise. Have them tell why they order, forms used, how often ordered, delivery schedule, and how merchandise is checked in.

Have students report on how local stores handle fashion for different age groups, fashion prices, or fashion leadership.

Those members of the class who have compiled DECA merchandise manuals, should show and explain them to their classmates.

Several of the students who have high interest in fashion merchandise and some artistic ability should create colorful hand-made posters or collages for display in the classroom or corridor.

Advertising agencies are usually involved in promotional sales and they can be good resources during study of this topic.

Local merchants should be interested in discussing the advantages and disadvantages of large-scale purchases vs. hand-to-mouth buying with representatives from the class.

Evaluation--Correlated With Behavi
The student will:

Assume he or she is a buyer of fashi
five of the most important sources o
tion to be consulted before making a

Select the items which are seasonal a
staple from a list of merchandise.

List two advantages and two disadvant
mouth buying.

s and Student Activities upational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
lain their responsibilities andise. Have them tell why ow often ordered, delivery dise is checked in.	
ow local stores handle groups, fashion prices, or	Assume he or she is a buyer of fashion goods and name five of the most important sources of product information to be consulted before making a selection.
s who have compiled DECA ld show and explain them to	
ho have high interest in ome artistic ability should posters or collages for or corridor.	
usually involved in pro- an be good resources c.	Select the items which are seasonal and which are staple from a list of merchandise. List two advantages and two disadvantages of hand-to-mouth buying.
interested in discussing antages of large-scale th buying with representatives	

BUYING MERCHANDISE

Behavioral Objectives

The student will be able to:

Compare the advantages of buying direct from the manufacturer vs. through a merchant middleman or an agent or broker.

Describe several methods of contacting the primary sources for merchandise purchases.

Topics, Content, Inst

IV. *SELECTING THE RESOURCE*

A. Types of Resources

1. Buy direct from manufa
   a. Large quantities
   b. Lower cost per ite
   c. Higher storage cos
   d. Limited promotiona
2. Merchant middleman
   a. Service wholesaler
   b. Limited functions
3. Agent middleman
   a. Broker
   b. Manufacturers' age
   c. Sales agents

B. Using Resources

1. Contact salespersons
2. Communicate with merch
3. Attend trade shows
4. Resident buying office
   a. Contract with reta
      merchandise
   b. Provide market inf
5. Central buying
   a. Buying in central
   b. Stores supervise s
   c. Used by large reta
      of small ones
   d. Kinds of central b
      1) Central merchan
      2) Listing system
      3) Central warehou
      4) Cooperative
      5) Associated inde

Behavioral Objectives

e able to:

ntages of buying direct from the through a merchant middleman or an

methods of contacting the primary andise purchases.

Topics, Content, Instructional Areas

IV. *SELECTING THE RESOURCE*

A. Types of Resources

1. Buy direct from manufacturer
   a. Large quantities
   b. Lower cost per item
   c. Higher storage costs
   d. Limited promotional help
2. Merchant middleman
   a. Service wholesaler
   b. Limited functions wholesaler
3. Agent middleman
   a. Broker
   b. Manufacturers' agents
   c. Sales agents

B. Using Resources

1. Contact salespersons
2. Communicate with merchandising centers
3. Attend trade shows
4. Resident buying office functions
   a. Contract with retailer to purchase merchandise
   b. Provide market information
5. Central buying
   a. Buying in central office
   b. Stores supervise selling
   c. Used by large retailers or a group of small ones
   d. Kinds of central buying
      1) Central merchandising
      2) Listing system
      3) Central warehousing
      4) Cooperative
      5) Associated independents

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Elicit the definition of a "market source" from the class.

Ask the students: If you were to begin a new business, where would you secure your merchandise and why?

Have each student identify an article of furniture and indicate a source for this product and reasons for selecting the source.

Invite a buyer to come into the classroom and explain his functions.

Compare different buying methods (group, central, others).

The class can be divided into survey teams to discover how supermarkets, department stores, variety stores, specialty stores (large and small) buy their merchandise.

Evaluation--Correlated With Behav

The student will:

Write a short essay defending his c
buying merchandise directly from th
through one of the middlemen.

Provide an advantage of obtaining m
each of the sources given by the te

ions and Student Activities
Occupational Clusters

of a "market source" from the

you were to begin a new business,
your merchandise and why?

tify an article of furniture
for this product and reasons
rce.

into the classroom and explain

ing methods (group, central,

ded into survey teams to dis-
, department stores, variety
es (large and small) buy their

Evaluation--Correlated With Behavioral Objectives
The student will:

Write a short essay defending his or her choice of buying merchandise directly from the producer or through one of the middlemen.

Provide an advantage of obtaining merchandise from each of the sources given by the teacher.

Behavioral Objectives	Topics, Content, Instr
The student will be able to:	
List the factors to consider when selecting a source for merchandise.	C. Basis of Resource Select 1. Past experience 2. Satisfied consumers 3. Dependability of resou 4. Services resources prov 5. Terms of sale a. Quantity and time b. Comparative prices c. Transportation 6. Distribution policies 7. Breadth of assortment 8. Quality of merchandise
	V. *NEGOTIATING FOR MERCHANDISE*
Explain the legal restrictions to investigate before signing a contract for the purchase of goods or equipment.	A. Transportation 1. Who is responsible for 2. Who has title when good 3. How shipped? 4. How packaged? 5. How and when does title
Describe F.O.B.	B. Transportation Terms 1. F.O.B. factory 2. F.O.B. destination 3. F.O.B. shipping point 4. Drop shipment 5. Piggyback
Distinguish between modes of transportation.	C. Means of Transportation 1. Via railroad 2. Via trucks 3. Via airplanes 4. Via bus

Behavioral Objectives

e able to:

to consider when selecting a
andise.

l restrictions to investigate
contract for the purchase of goods

en modes of transportation.

Topics, Content, Instructional Areas

C. Basis of Resource Selection

1. Past experience
2. Satisfied consumers
3. Dependability of resources
4. Services resources provide
5. Terms of sale
   a. Quantity and time discounts
   b. Comparative prices
   c. Transportation
6. Distribution policies
7. Breadth of assortment
8. Quality of merchandise and service

V. *NEGOTIATING FOR MERCHANDISE*

A. Transportation

1. Who is responsible for transportation costs?
2. Who has title when goods are in transit?
3. How shipped?
4. How packaged?
5. How and when does title pass?

B. Transportation Terms

1. F.O.B. factory
2. F.O.B. destination
3. F.O.B. shipping point
4. Drop shipment
5. Piggyback
6. Fishback
7. Containers
8. Freight
9. Express
10. C.O.D.

C. Means of Transportation

1. Via railroad
2. Via trucks
3. Via airplanes
4. Via bus

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beha The student will:
Obtain a series of speakers to explain the different buying methods which exist among retailers and wholesalers.	List four factors to consider in d buy.
Have a Business Law teacher or student assist in presenting the essentials of a contract for the sale of personal property.	Write the essentials of a contract
Several local firms have shipping and/or receiving clerks who could be of great assistance in clarifying modern transportation terms and methods.	Complete a matching or multiple cho determine mastery of the transporta in this section.
There are enough different modes of transportation of goods so that the class can form committees or work in pairs to investigate and report on them.	Select three methods of transportat each is most advantageous for shipp non-perishable, bulky, high fashion

estions and Student Activities th Occupational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
speakers to explain the different ch exist among retailers and	List four factors to consider in deciding where to buy.
teacher or student assist in entials of a contract for the roperty.	Write the essentials of a contract to purchase goods.
have shipping and/or receiving of great assistance in clarifying ion terms and methods.	Complete a matching or multiple choice test to determine mastery of the transportation terms presented in this section.
ifferent modes of transportation of lass can form committees or work in e and report on them.	Select three methods of transportation and explain why each is most advantageous for shipping perishable, non-perishable, bulky, high fashion, etc., merchandise.

BUYING MERCHANDISE

Behavioral Objectives	Topics, Content, Instru
The student will be able to:	C. Means of Transportation (5. Via barge or ship 6. U.S. Postal Service 7. Railway Express Agency 8. United Parcel Service 9. Rental vehicles
Determine when title transfer of merchandise being transported occurs.	D. Title Transfer 1. F.O.B. factory 2. F.O.B. destination 3. On memorandum 4. On consignment
Identify a variety of discounts used in buying merchandise.	E. Discounts 1. Cash 2. Quantity 3. Trade 4. Seasonal 5. Promotional almanac 6. Anticipation 7. Chain
Distinguish between several dating agreements.	F. Dating Agreements 1. Cash dating 2. Future dating 3. Memo buying 4. Consignment buying
	VI. *THE PURCHASE ORDER* A. Order Form 1. Legal contarct 2. Data needed a. Buyer's name and addr b. Seller's name and add

avioral Objectives	Topics, Content, Instructional Areas
able to:	C. Means of Transportation (Cont'd) 5. Via barge or ship 6. U.S. Postal Service 7. Railway Express Agency 8. United Parcel Service 9. Rental vehicles
tle transfer of merchandise occurs.	D. Title Transfer 1. F.O.B. factory 2. F.O.B. destination 3. On memorandum 4. On consignment
of discounts used in buying	E. Discounts 1. Cash 2. Quantity 3. Trade 4. Seasonal 5. Promotional almanac 6. Anticipation 7. Chain
several dating agreements.	F. Dating Agreements 1. Cash dating 2. Future dating 3. Memo buying 4. Consignment buying
	VI. *THE PURCHASE ORDER* A. Order Form 1. Legal contarct 2. Data needed a. Buyer' name and address b. Seller name and address

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Refer to the Business Law Syllabus, 1968, for Transfer of Ownership section, page 22-24, for content topics and teaching suggestions.

The Business Mathematics teacher or your students who have taken the course will be helpful here.

There are several excellent business arithmetic and marketing textbooks with chapters and manuals devoted to developing skills in using shortcut and mental solutions in computing discounts.

Evaluation--Correlated With Beha

The student will:

Find the lowest net price for a $3
terms of 4/15, 2/30, n/60.

Determine how much is saved per do
purchased for $2,500 rather than a
for $4,320.

Figure the net price a retailer wo
$5,000 shipment with a chain disco

Describe several terms used in tit
dating agreements.

tions and Student Activities
Occupational Clusters

s Law Syllabus, 1968, for Transfer
, page 22-24, for content topics
ions.

tics teacher or your students who
e will be helpful here.

cellent business arithmetic and
with chapters and manuals devoted
in using shortcut and mental
ng discounts.

Evaluation--Correlated With Behavioral Objectives
The student will:

Find the lowest net price for a $360 purchase with terms of 4/15, 2/30, n/60.

Determine how much is saved per dozen if 100 items are purchased for $2,500 rather than a gross being bought for $4,320.

Figure the net price a retailer would pay for a $5,000 shipment with a chain discount of 40/20/10.

Describe several terms used in title transfer and dating agreements.

Behavioral Objectives	Topics, Content, Instruc
The student will be able to:	A. Order Form (Cont'd)
Describe the parts of the purchase order and their legal implications.	c. Who placed order - p d. Date of order e. Amount of purchase - f. Merchandise descript g. Unit cost h. Extension i. Total cost j. Credit terms k. Discounts l. Delivery agreement m. Date of delivery n. Signature o. Other data (excise o
	B. Followup
Describe the duties of the receiving clerk.	C. Checking the Order When Re 1. Receiving 2. Checking - quantity and 3. Marking 4. Originating the code num dise, which will be used
	VII. *HOW EFFECTIVE THE BUYER IS*
Give the criteria used to determine buyer effectiveness.	A. Degree of Customer Satisfa B. Maximum Profit

Behavioral Objectives

e able to:

ts of the purchase order and their
ns.

ies of the receiving clerk.

a used to determine buyer

Topics, Content, Instructional Areas

A. Order Form (Cont'd)

   c. Who placed order - person - department
   d. Date of order
   e. Amount of purchase - quantity
   f. Merchandise description
   g. Unit cost
   h. Extension
   i. Total cost
   j. Credit terms
   k. Discounts
   l. Delivery agreement
   m. Date of delivery
   n. Signature
   o. Other data (excise or sales taxes)

B. Followup

C. Checking the Order When Received

1. Receiving
2. Checking - quantity and quality
3. Marking
4. Originating the code number for the merchandise, which will be used in accounting

VII. *HOW EFFECTIVE THE BUYER IS*

A. Degree of Customer Satisfaction

B. Maximum Profit

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beh The student will:
Use original business forms or copies of invoices and purchase orders to demonstrate their use and importance.	Write the steps used in preparing
Have students trace the route and uses of the order copies at their places of employment.	Complete a purchase order, includi information about the purchaser, purchased, terms of purchase, exte
Discuss the legal aspects of the order, misunderstandings in the form of incorrect goods, late shipments, and problems caused by carelessness in writing orders.	
Have students fill out orders for merchandise. Use sample forms.	
A visit by the class to a receiving department of a large department store or factory will be a fascinating and informative experience.	Write an end-of-module paper or ha presentation on the potential of a chandise buyer, transporter, suppl manager, or salesperson.
Each student should take notes starting with what happens on the receiving platform and ending with the accounting office and the sales floor.	
Distribute recent trade publications to students and have them report on subsequent articles which they need.	
The "Arrival of Buyers" section in *Womens Wear Daily* can be used to illustrate the number of buying offers and registration of buyers.	

ions and Student Activities
Occupational Clusters

forms or copies of invoices and
monstrate their use and

he route and uses of the order
s of employment.

ects of the order, misunderstand-
ncorrect goods, late shipments,
y carelessness in writing orders.

t orders for merchandise. Use

to a receiving department of a
e or factory will be a fascinating
ience.

ake notes starting with what
ing platform and ending with the
the sales floor.

de publications to students and
ubsequent articles which they

s" section in *Womens Wear Daily*
rate the number of buying offers
uyers.

Evaluation--Correlated With Behavioral Objectives
The student will:

Write the steps used in preparing a purchase order.

Complete a purchase order, including all necessary information about the purchaser, description of items purchased, terms of purchase, extensions, and totals.

Write an end-of-module paper or have a student panel presentation on the potential of a career as a merchandise buyer, transporter, supplier, receiving clerk, manager, or salesperson.

MERCHANDISE MATHEMATICS

Adding machines and cash registers are integral to merchandise mathematics.

MERCHANDISE MATHEMATICS

dding machines and cash registers are integral to merchandise mathematics.

MERCHANDISE MATHEMATICS

RELATED OCCUPATIONAL CLUSTERS
Finance and Credit (4.04); General Merchandising
Warehousing and Transportation (4.19)

General Goals: To familiarize the student with:

- The necessity for mastery of basic arithmetic for success in distributive
- Common causes of arithmetical errors
- The use of mathematics in business

Behavioral Objectives	Topics, Content, Instru
The student will be able to:	I. *THE RELATIONSHIP OF MATH TO*
Explain several ways employee errors are costly in distribution and marketing.	A. Need for Accuracy in Distri 1. Errors are costly a. Loss of customer con b. Bad public relations c. Complaints 2. Error correction require 3. Errors are embarrassing
Recognize the most frequent kind of mistakes employees make.	B. Common Causes of Mistakes 1. Carelessness a. Sloppiness b. Misplaced decimals c. Figures in wrong col d. Transpositions e. Figures not checked f. Copying errors g. Speed before accurac h. Increased use of sal are faster and more
Give reasons why some employees tend to make more errors than others.	2. Illegibility - poorly wr 3. Distractions a. Customers in a hurry b. Interruption from sa others

S

RELATED OCCUPATIONAL CLUSTERS
Finance and Credit (4.04); General Merchandising - Retail (4.08)
Warehousing and Transportation (4.19)

familiarize the student with:

he necessity for mastery of basic arithmetic for success in distributive occupations
ommon causes of arithmetical errors
he use of mathematics in business

vioral Objectives

le to:

employee errors are costly marketing.

requent kind of mistakes

e employees tend to make more

Topics, Content, Instructional Areas

I. *THE RELATIONSHIP OF MATH TO DISTRIBUTION*

A. Need for Accuracy in Distribution

1. Errors are costly
   a. Loss of customer confidence
   b. Bad public relations
   c. Complaints
2. Error correction requires time of supervisors
3. Errors are embarrassing

B. Common Causes of Mistakes

1. Carelessness
   a. Sloppiness
   b. Misplaced decimals
   c. Figures in wrong columns
   d. Transpositions
   e. Figures not checked
   f. Copying errors
   g. Speed before accuracy
   h. Increased use of sales terminals which are faster and more efficient
2. Illegibility - poorly written numbers
3. Distractions
   a. Customers in a hurry
   b. Interruption from sales people and others

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Behav The student will:
Discuss the ways errors can weaken or damage the reputation of a store.	State three ways in which employee in merchandising.
Obtain and discuss copies of local employment tests which contain arithmetic items.	
Show the class ways to overcome deficiencies which lead to mistakes.	List three common causes of mistake Describe three methods of overcoming errors.
Discuss need for legible figures.	

ns and Student Activities
cupational Clusters

can weaken or damage the

es of local employment tests
items.

overcome deficiencies which

figures.

Evaluation--Correlated With Behavioral Objectives
The student will:

State three ways in which employee errors can be costly in merchandising.

List three common causes of mistakes in arithmetic.

Describe three methods of overcoming tendency to make errors.

Behavioral Objectives

The student will be able to:

Add and check all sales documents.

Use sales tax chart correctly.

Determine postage charges accurately.

Compute delivery and COD fees accurately.

Use good inventory procedures in the school store or work station.

Check the invoice against the merchandise.

Find the markup, given retail price and cost.

Compute the percent of markup, given markup and retail price.

Select an item of merchandise and, after proper research, be able to compute the cost price, markup and retail selling price.

Topics, Content, Instru

C. Use of Mathematics in Busi

1. Sales
   - a. Sales slip
   - b. Cash register
   - c. Making change
   - d. Sales tally
   - e. Discounts
   - f. Taxes
   - g. Postage
2. Price and quantity sold
   - a. Selling price
   - b. Markup
   - c. Markdowns
   - d. Inventory
   - e. Other

s

vioral Objectives

ble to:

ales documents.

correctly.

harges accurately.

l COD fees accurately.

rocedures in the school store

ainst the merchandise.

en retail price and cost.

of markup, given markup and

rchandise and, after proper
compute the cost price, markup
rice.

Topics, Content, Instructional Areas

C. Use of Mathematics in Business

1. Sales
    a. Sales slip
    b. Cash register
    c. Making change
    d. Sales tally
    e. Discounts
    f. Taxes
    g. Postage

2. Price and quantity sold
    a. Selling price
    b. Markup
    c. Markdowns
    d. Inventory
    e. Other

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Use role-playing as the cashier or as a salesperson to practice making change and doing mental calculations.

Have employed cooperative student cashiers discuss experiences and skills used on the job.

Construct a bulletin board. Have students create a display on "Uses of Math in Business."

Discuss typical markup and markdown percentages in various lines of merchandise.

Discuss taking inventory.

Evaluation--Correlated With Beha
The student will:

List 10 uses of mathematics in bu

Given a series of 15 grocery item
are multiple priced, ring up the
register, charge the appropriate
change, with 100% accuracy.

Given five different sales transa
cash/send, charge/take, charge/se
prepare five sales slips to cover
student will fill out the forms c
all necessary data and informatio

Given a list of 10 sales totals w
state, with 100% accuracy, the co
denomination of coins and bills t
customer in change.

Given the beginning balance, tota
and any "paid-outs," compute, wit
cash sales for the day and "cash

Given five problems containing re
original price, find, with 100% a
price after the deduction was mad

Given an invoice listing five ite
and the unit price of each, exten
total it with at least 75% accura

ions and Student Activities
Occupational Clusters

he cashier or as a salesperson to
e and doing mental calculations.

tive student cashiers discuss
s used on the job.

board. Have students create a
ath in Business."

p and markdown percentages in
handise.

ory.

Evaluation--Correlated With Behavioral Objectives
The student will:

List 10 uses of mathematics in business.

Given a series of 15 grocery items at least 10 of which are multiple priced, ring up the sale on a cash register, charge the appropriate sales tax and make change, with 100% accuracy.

Given five different sales transactions (cash/take, cash/send, charge/take, charge/send, and C.O.D.), prepare five sales slips to cover the transaction. The student will fill out the forms correctly and compute all necessary data and information, with 100% accuracy.

Given a list of 10 sales totals with amounts tendered, state, with 100% accuracy, the correct number of each denomination of coins and bills to be returned to the customer in change.

Given the beginning balance, total cash in the register and any "paid-outs," compute, with 100% accuracy, the cash sales for the day and "cash short" or "cash over."

Given five problems containing reductions from the original price, find, with 100% accuracy, the revised price after the deduction was made.

Given an invoice listing five items in varying units and the unit price of each, extend the invoice and total it with at least 75% accuracy.

Behavioral Objectives

The student will be able to:

Calculate his earnings, given all data, such as his sales for the day, his percent of commission, his payroll deductions.

Improve facility in the fundamental arithmetic processes.

Topics, Content, Instruc

C. Use of Mathematics in Busi

3. Computation of earnings
   a. Gross pay
   b. Net pay
   c. Deduction
      1) Withholding
      2) FICA
      3) Other taxes
      4) Savings account bo
      5) Union dues
      6) Other deductions
   d. Commission
      1) Salary plus commis
      2) Straight commissio
      3) Quota
      4) Premiums money
   e. Profit sharing plans
4. Credit department
   a. Charge sales record
   b. Installment calculat
   c. Contracts to buy
   d. Monthly statements
5. Income tax computation

II. *BASIC STEPS*

A. Addition - Whole Numbers,

1. Rules for addition
   a. Neatness and accurac
   b. Straight columns
   c. Check by adding in o
   d. Line up decimal
   e. Fractions

ICS

avioral Objectives

able to:

ings, given all data, such as his
his percent of commission, his
.

n the fundamental arithmetic

Topics, Content, Instructional Areas

C. Use of Mathematics in Business (Cont'd)

3. Computation of earnings
   - a. Gross pay
   - b. Net pay
   - c. Deduction
     - 1) Withholding
     - 2) FICA
     - 3) Other taxes
     - 4) Savings account bonds
     - 5) Union dues
     - 6) Other deductions
   - d. Commission
     - 1) Salary plus commission
     - 2) Straight commission
     - 3) Quota
     - 4) Premiums money
   - e. Profit sharing plans
4. Credit department
   - a. Charge sales record
   - b. Installment calculations
   - c. Contracts to buy
   - d. Monthly statements
5. Income tax computation

II. *BASIC STEPS*

A. Addition - Whole Numbers, Fractions, Decimals

1. Rules for addition
   - a. Neatness and accuracy
   - b. Straight columns
   - c. Check by adding in opposite direction
   - d. Line up decimal
   - e. Fractions

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beha The student will:
Plan a field trip to the payroll department of a local store.	Given gross pay and four fringe be calculate net pay.
Have students practice problems involving salary, commission, deductions, and net pay.	Given three items sold and the dif on each, determine the resultant e
Pass out a pay voucher and show how gross salaries less deductions equal net salaries.	
	Given a charge sale situation, cor a sales check record of a sale of t department store with 100% accuracy
Pretest all pupils, using a test from a local firm, a publisher, or S.E.D. tests.	In 10 minutes, add correctly 17 out columns of sales figures.
Review pretest.	

tions and Student Activities Occupational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
the payroll department of a	Given gross pay and four fringe benefit deductions, calculate net pay.
ice problems involving salary, ons, and net pay.	Given three items sold and the differing commissions on each, determine the resultant earnings.
er and show how gross salaries l net salaries.	
	Given a charge sale situation, correctly complete a sales check record of a sale of three items in a department store with 100% accuracy.
using a test from a local firm, a tests.	In 10 minutes, add correctly 17 out of 20 three-digit columns of sales figures.

Behavioral Objectives

The student will be able to:

Demonstrate acceptable written and mental skills in the basic functions of mathematics.

Make conversions from fractions to decimal equivalents and vice versa.

Topics, Content, Instruct

A. Addition - Whole Numbers, F
(Cont'd)

2. Making change using addit
3. Sales slip and cash regis

B. Subtraction

1. Rules for subtraction, i.

C. Multiplication

1. Rules for multiplication
2. Use in distribution
3. Shortcuts
4. Percentage

D. Division

1. Rules for division
2. Use in distribution
3. Decimals
4. Shortcuts
5. Percentage

E. Decimal equivalents

1. Conversion from fractions
2. Conversion from decimals
3. Memorization of fundament

ICS

avioral Objectives

able to:

able written and mental skills
ions of mathematics.

rom fractions to decimal
ce versa.

Topics, Content, Instructional Areas

A. Addition - Whole Numbers, Fractions, Decimals (Cont'd)

  2. Making change using addition method
  3. Sales slip and cash register data

B. Subtraction

  1. Rules for subtraction, i.e., check by addition

C. Multiplication

  1. Rules for multiplication
  2. Use in distribution
  3. Shortcuts
  4. Percentage

D. Division

  1. Rules for division
  2. Use in distribution
  3. Decimals
  4. Shortcuts
  5. Percentage

E. Decimal equivalents

  1. Conversion from fractions to decimals
  2. Conversion from decimals to fraction
  3. Memorization of fundamental equivalents

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Behav The student will:
	Given a sales situation of five or m rectly compute the cash sale and sal proper change to the customer, using method, with 100% accuracy.
	Given a listing of 20 mixed numbers mentally figure the correct extensio 85% of the items.
Discuss "rounding off" procedure.	
Have your students memorize the more commonly used decimal equivalents.	Given a mixed listing of 20 decimal equivalents, provide the correct con fraction with at least 85% accuracy.

tions and Student Activities Occupational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
	Given a sales situation of five or more items, correctly compute the cash sale and sales tax and make the proper change to the customer, using the addition method, with 100% accuracy.
	Given a listing of 20 mixed numbers and money values, mentally figure the correct extensions of at least 85% of the items.
ff" procedure.	
emorize the more commonly used	Given a mixed listing of 20 decimal and fraction equivalents, provide the correct conversion decimal or fraction with at least 85% accuracy.

Behavioral Objectives

The student will be able to:

Complete sales checks accurately.

Determine average sales.

Complete cash reports.

Calculate the net amount of an invoice, given a percent of discount.

Make change using the correct procedure.

Stress the importance of the mastery of fundamental arithmetic processes.

Topics, Content, Instruc

III. *PRACTICAL APPLICATIONS*

A. Sales

1. Sales checks
2. Tally sheets
3. Invoices
4. Change making
5. Cash registering
6. Money drawer
7. Balance due on layaway
8. Checkbook balance
9. Uneven exchanges
10. Comparison of sales for

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Topics, Content, Instructional Areas

III. *PRACTICAL APPLICATIONS*

A. Sales

1. Sales checks
2. Tally sheets
3. Invoices
4. Change making
5. Cash registering
6. Money drawer
7. Balance due on layaway
8. Checkbook balance
9. Uneven exchanges
10. Comparison of sales for 2 periods

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Use duplicated sheets of problems or workbooks for students. Make use of sample sales slips for students to fill them in with problems using decimals and fractions.

Use tally sheets with sales checks to show use of horizontal and vertical addition and proof.

Give students invoices to verify correctness of extensions. Some should contain errors.

Make up a sheet to simulate cash drawer. Duplicate, and have students arrange according to rules.

Discuss the importance of giving each person a receipt.

Have students demonstrate making change using the addition method.

Use a tape recorder to enable cashier to hear whether he or she made change correctly.

Review multiplication table. Use duplicated sheets.

Discuss and illustrate shortcuts in multiplication.

Review percentages.

Pass out the table of aliquot parts and discuss.

Have students complete problems on cash discounts with invoices.

Give the students problems on trade discounts to do.

Give examples of seasonal, quantity and anticipation discounts and discuss.

Evaluation--Correlated With Behav
The student will:

Demonstrate the location in the cas
for all coins, currency and cash su

Given a series of check stubs with
deposit amounts, check amount, and
100% accuracy, complete the stubs.

Given the sales for two years, dete
decrease of sales for the period, w

Given the hours worked and the rate
gross wages earned, with 100% accur

Given the hours worked, which will
hours, determine the gross pay, wit
the rate method.

Given the hours worked, which will
hours, determine the gross pay, wit
using the hour method.

Given the gross salary and deductio
Tax, Social Security Tax, and State
pute the net pay, with 100% accurac

Given the gross sales, the salesman
Federal Income Tax rate, Social Secu
State Income Tax rate, figure the t
100% accuracy.

Given the list price of five differe
five different single trade discoun
rect cost prices for each item, wit

s and Student Activities
upational Clusters

f problems or workbooks for
ample sales slips for
with problems using decimals

les checks to show use of
addition and proof.

o verify correctness of
contain errors.

ate cash drawer. Duplicate,
e according to rules.

f giving each person a receipt.

e making change using the

nable cashier to hear whether
rrectly.

ble. Use duplicated sheets.

hortcuts in multiplication.

iquot parts and discuss.

roblems on cash discounts

ms on trade discounts to do.

l, quantity and anticipation

Evaluation--Correlated With Behavioral Objectives

The student will:

Demonstrate the location in the cash register drawer for all coins, currency and cash substitutes.

Given a series of check stubs with beginning balance, deposit amounts, check amount, and check charges, with 100% accuracy, complete the stubs.

Given the sales for two years, determine the increase or decrease of sales for the period, with 100% accuracy.

Given the hours worked and the rate per hour, find the gross wages earned, with 100% accuracy.

Given the hours worked, which will include overtime hours, determine the gross pay, with 100% accuracy, using the rate method.

Given the hours worked, which will include overtime hours, determine the gross pay, with 100% accuracy, using the hour method.

Given the gross salary and deductions for Federal Income Tax, Social Security Tax, and State Income Tax, compute the net pay, with 100% accuracy.

Given the gross sales, the salesman's commission rate, Federal Income Tax rate, Social Security Rate, and State Income Tax rate, figure the take-home pay, with 100% accuracy.

Given the list price of five different articles and five different single trade discounts, find the correct cost prices for each item, with 100% accuracy.

Behavioral Objectives

The student will be able to:

Determine the discount payment date of an invoice.

Figure F.O.B. charges and identify ownership in the F.O.B. case.

Weigh and measure merchandise.

Topics, Content, Instru

B. Operations

1. Extensions
2. Payroll
3. Discounts
4. Unit pricing
5. Average sales
6. Time to pay invoice
7. Cash discounts
8. Trade discounts
9. Quantity discounts
10. Seasonal discounts
11. Anticipation discounts
12. Employee discounts
13. Discount equipment
14. Transportation costs

C. Weights and Measures

1. Linear - inches
2. Squares - sq. ft.
3. Cubic - cubic yd.
4. Dry - pint
5. Liquid - pint
6. Avoirdupois - pound
7. Counting - dozen - gros
8. Time - minute
9. Metric system

Behavioral Objectives

e able to:

iscount payment date of an invoice.

harges and identify ownership in the

re merchandise.

Topics, Content, Instructional Areas

B. Operations

1. Extensions
2. Payroll
3. Discounts
4. Unit pricing
5. Average sales
6. Time to pay invoice
7. Cash discounts
8. Trade discounts
9. Quantity discounts
10. Seasonal discounts
11. Anticipation discounts
12. Employee discounts
13. Discount equipment
14. Transportation costs

C. Weights and Measures

1. Linear - inches
2. Squares - sq. ft.
3. Cubic - cubic yd.
4. Dry - pint
5. Liquid - pint
6. Avoirdupois - pound
7. Counting - dozen - gross
8. Time - minute
9. Metric system

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Give students practice problems with single and series discounts.

Have students bring in empty merchandise boxes and cans with prices marked. Emphasize fractional prices such as 2 for 17¢, 3 for 19¢, etc. (Use of unit pricing.)

Explain the difference between dry measures and liquid measures.

Evaluation--Correlated With Beha
The student will:

Given total sales for the day and
customers served, compute, with 10
average sale.

Given five different invoice dates
sets of invoice terms, supply the
date due to receive discount and th
discount with 100% accuracy.

Given an invoice amount, invoice d
invoice is paid, find the amount p
accuracy.

Give examples of how quantity disc
discounts are used.

Given the invoice amount, the date
terms, and the payment date, figure
the anticipation discount.

Given five problems which cover dif
chases and different employee disc
correct amount to be charged the em
with 100% accuracy.

Given a list of 15 terms indicating
with 100% accuracy, correctly ident
to amount, size, etc.

s and Student Activities
upational Clusters

roblems with single and series

mpty merchandise boxes and
Emphasize fractional prices
19¢, etc. (Use of unit

etween dry measures and

Evaluation--Correlated With Behavioral Objectives
The student will:

Given total sales for the day and the number of customers served, compute, with 100% accuracy, the average sale.

Given five different invoice dates and five different sets of invoice terms, supply the rate of discount, the date due to receive discount and the date due for no discount with 100% accuracy.

Given an invoice amount, invoice date, terms, and date invoice is paid, find the amount paid with 100% accuracy.

Give examples of how quantity discounts and seasonal discounts are used.

Given the invoice amount, the date of the invoice, the terms, and the payment date, figure with 100% accuracy the anticipation discount.

Given five problems which cover different employees purchases and different employee discounts, determine the correct amount to be charged the employee in each case with 100% accuracy.

Given a list of 15 terms indicating various quantities, with 100% accuracy, correctly identify these terms as to amount, size, etc.

Behavioral Objectives

The student will be able to:

Find net profit, given:
- Net price of goods purchased
- Markup
- Gross selling price
- Discounts
- Net selling price
- Commissions paid
- Overhead costs

Topics, Content, Instr

D. Determination of Profit

1. P/L statement
2. Balance sheet
3. Income taxes
4. Markups
5. Markdowns
6. Turnover
7. Open-to-buy

ICS

havioral Objectives

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Topics, Content, Instructional Areas

D. Determination of Profit

1. P/L statement
2. Balance sheet
3. Income taxes
4. Markups
5. Markdowns
6. Turnover
7. Open-to-buy

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Show profit and loss statement and relations to expenses, etc.

Discuss profit and give examples of operating expenses.

Define markup and explain its relation to business.

Explain the difference between gross margin and net profit.

Discuss turnover.

The class should become acquainted with the new solid state midget calculators. Students should be given the opportunity to acquire the skill of operating these devices.

Evaluation--Correlated With Behav
The student will:

Given a list of terms peculiar to t
statement and balance sheet, correc
terms.

Given cost and markup, figure the r

Given cost and retail, compute mark
percent.

Given markup and retail, find the c
Given the various F.O.B. terms and
match them up correctly, with 100%

Given average stock and sales in fi
accuracy, determine the merchandise

ons and Student Activities ccupational Clusters

tatement and relations to

e examples of operating expenses.

ain its relation to business.

between gross margin and net

e acquainted with the new solid
rs. Students should be given
uire the skill of operating

Evaluation--Correlated With Behavioral Objectives
The student will:

Given a list of terms peculiar to the profit and loss statement and balance sheet, correctly describe these terms.

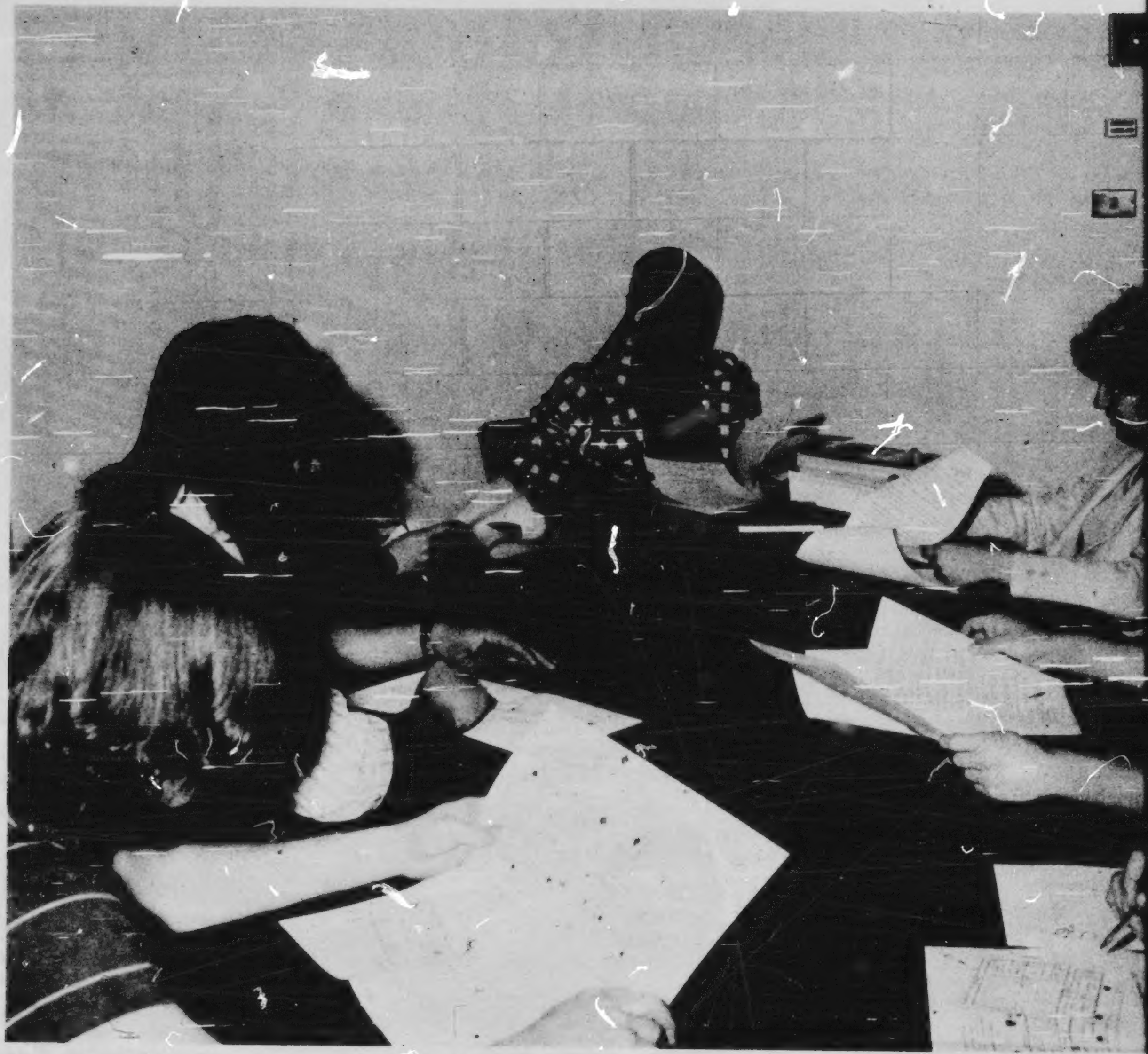
Given cost and markup, figure the retail price.

Given cost and retail, compute markup and markup percent.

Given markup and retail, find the cost.
Given the various F.O.B. terms and their meanings, match them up correctly, with 100% accuracy.

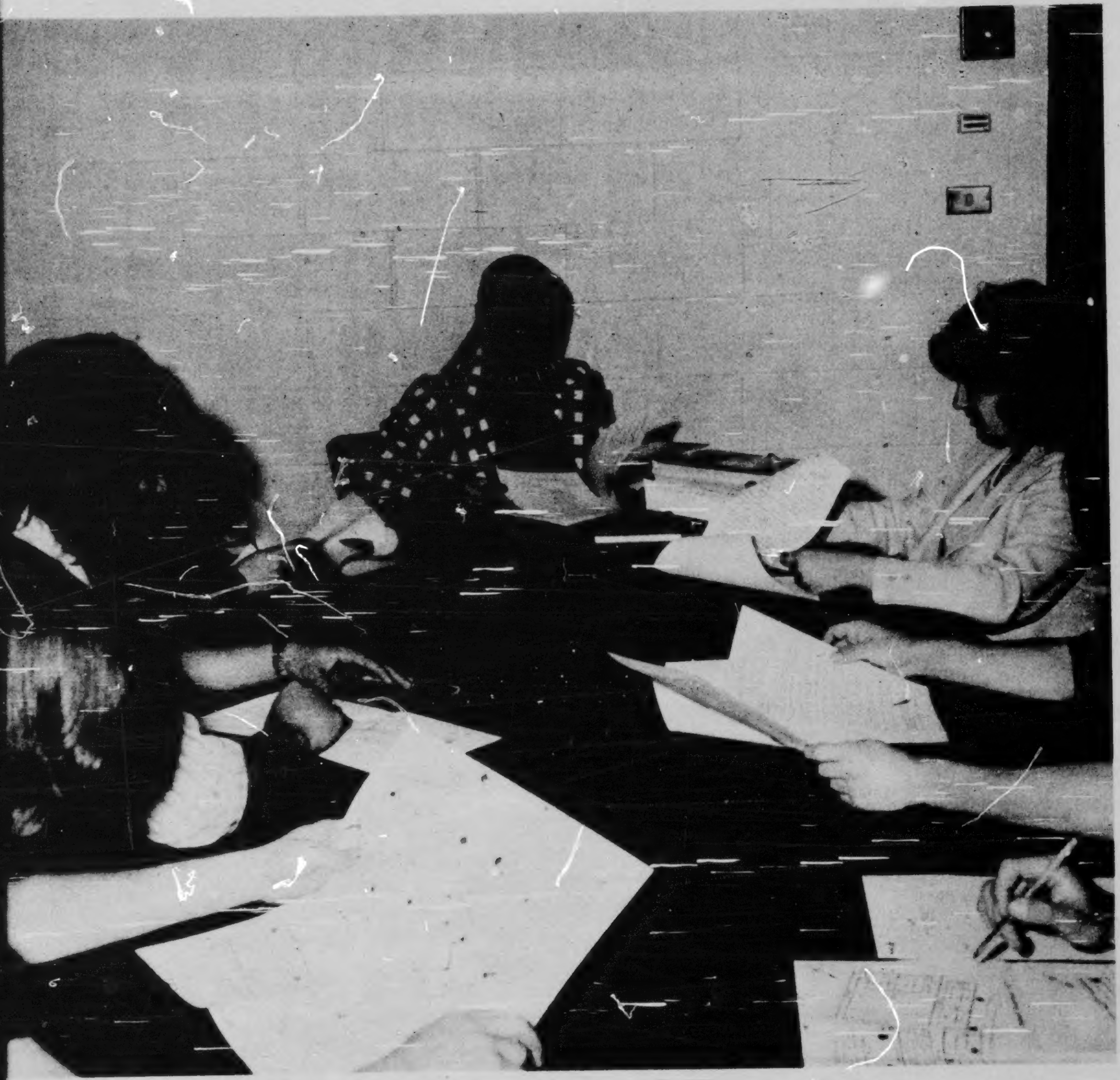
Given average stock and sales in five cases, with 100% accuracy, determine the merchandise turnover.

MARKETING RESEARCH



Women are increasingly involved in marketing research and advertising services

MARKETING RESEARCH



n are increasingly involved in marketing research and advertising services.

MARKETING RESEARCH

RELATED OCCUPATIONAL CLUSTERS
Advertising (4.01); and Hardware and Building Mat

General Goals:
- To assist the student in learning the fundamental concepts and processe research and how these concepts relate to problem solving in the busine
- To develop a positive student attitude toward the value and role of mar and the effects of marketing research on the marketing process
- To have the student become involved in a marketing research project to the theory described

Behavioral Objectives	Topics, Content, Instru
The student will be able to:	I. *PRINCIPALS OF MARKETING RE*
Define marketing research.	A. Gathering Information
	B. Recording Information
	C. Analyzing Information
	D. Transfer and Sale of Goo
	E. Marketing Mix, What Fact
List and describe the steps used in the scientific method.	II. *THE SCIENTIFIC METHOD*
	A. Problem Identification
Describe the application of the scientific method in marketing research.	B. Formulation of Hypothesi
	C. Prediction
	D. Hypothesis Testing
	E. Preliminary Research
	F. Formal Research
	G. Presentation of Research
	H. Followup of Research

RELATED OCCUPATIONAL CLUSTERS
Advertising (4.01); and Hardware and Building Materials (4.09)

To assist the student in learning the fundamental concepts and processes of marketing research and how these concepts relate to problem solving in the business world

To develop a positive student attitude toward the value and role of marketing research and the effects of marketing research on the marketing process

To have the student become involved in a marketing research project to put into practice the theory described

avioral Objectives

able to:

esearch.

the steps used in the scientific

cation of the scientific method
rch.

Topics, Content, Instructional Areas

I. *PRINCIPALS OF MARKETING RESEARCH*

- A. Gathering Information
- B. Recording Information
- C. Analyzing Information
- D. Transfer and Sale of Goods and Services
- E. Marketing Mix, What Factors Affect It

II. *THE SCIENTIFIC METHOD*

- A. Problem Identification
- B. Formulation of Hypothesis
- C. Prediction
- D. Hypothesis Testing
- E. Preliminary Research
- F. Formal Research
- G. Presentation of Research
- H. Followup of Research

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Discuss with students what role marketing research plays in sales forecasting, analysis of market size, territorial potential, demand for new products, etc.

Invite local advertising, hardware, or building materials executives to speak to classes about the role marketing research plays in their businesses.

Contact the research firms or major television stations listed in "Additional Resources" for information pertaining to marketing research and its use in particular geographic locations.

Discuss decision making and the scientific method as they relate to marketing research.

Have students develop a research plan using the scientific method as a basis for marketing decisions.

Evaluation--Correlated With Behav

The student will:

Describe the principles and processe
search, using oral, visual or writte

List the factors involved in determi
"marketing mix" for a product or com

Show how marketing research is used
regional, or national television pro

Explain the steps used in the scient
this method is used in marketing res

Write a research project pertaining
using the scientific method as a bas
Research should be reported orally t

ions and Student Activities Occupational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
what role marketing research ting, analysis of market size, demand for new products, etc.	Describe the principles and processes of marketing research, using oral, visual or written techniques.
ng, hardware, or building o speak to classes about the n plays in their businesses.	List the factors involved in determining the particular "marketing mix" for a product or company. Show how marketing research is used to determine local, regional, or national television programming.
irms or major television ditional Resources" for information arketing research and its use in locations.	
g and the scientific method eting research.	Explain the steps used in the scientific method and how this method is used in marketing research.
a research plan using the basis for marketing decisions.	Write a research project pertaining to a local firm, using the scientific method as a basis of the plan. Research should be reported orally to class.

MARKETING RESEARCH

Behavioral Objectives	Topics, Content, Instruc
The student will be able to:	
Identify the two major types of data collection used by the marketing researcher.	III. *DATA COLLECTION*
	A. Primary Data
Describe the sources of primary and secondary data.	B. Secondary Data
Detail three methods used in gathering primary data.	C. Internal and External Dat
Describe techniques used in gathering data using the survey method.	D. Sources of Primary and Se
	E. The Survey Method
	F. Observational, Experiment
Explain two types of samples used in marketing research.	IV. *SAMPLING TECHNIQUES*
	A. Probability
Demonstrate four types of probability sampling techniques used in marketing research.	B. Nonprobability
Describe three types of nonprobability sampling techniques used in marketing research.	C. Simple Random Sample
	D. Stratified Random Sample
	E. Systematic Random Sample
Identify the process used to train effective interviewers.	V. *THE ROLE OF THE INTERVIEWER*
	A. Preparation E. Personal
	B. Training F. Questio
	C. Approach G. Telephon
	D. Role Playing

H

Behavioral Objectives

be able to:

major types of data collection
keting researcher.

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in marketing research.

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in marketing research.

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Topics, Content, Instructional Areas

III. *DATA COLLECTION*

- A. Primary Data
- B. Secondary Data
- C. Internal and External Data
- D. Sources of Primary and Secondary Data
- E. The Survey Method
- F. Observational, Experimental

IV. *SAMPLING TECHNIQUES*

- A. Probability
- B. Nonprobability
- C. Simple Random Sample
- D. Stratified Random Sample
- E. Systematic Random Sample
- F. Quota Sampling
- G. Convenience Sampling
- H. Judgement Sampling
- I. Sample Size

V. *THE ROLE OF THE INTERVIEWER*

- A. Preparation
- B. Training
- C. Approach
- D. Role Playing
- E. Personal Interview
- F. Questionnaire Preparation
- G. Telephone Surveys

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beha The student will:
Have students collect primary and secondary data about their neighborhoods or the school they attend. Discuss sources of primary and secondary data.	Describe the use of primary and se marketing research. An option cou primary and secondary data concern
Refer to the Sales Promotion Module, pages G-4 and 5, for methods of using primary data in B-5 analyzing the sales potential.	
Using the four types of probability techniques, have students prepare an effective sample to be used in a real or hypothetical research problem. (DECA Manual of actual studies is helpful here.)	List and describe two types of sam marketing research.
Discuss the use of probability and non-probability sampling in marketing research. Have students research the various strategies used in probability and non-probability sampling.	Write reports on the techniques us nonprobability sampling, to includ and disadvantages of both.
Have students create an interviewer training simulation. Training in methods of telephone survey and personal interview techniques should be included in this presentation.	Construct a personal interview uti used types of questions. Use the analyze data pertaining to a local or community issues provide excell opportunities.

stions and Student Activities
n Occupational Clusters

t primary and secondary data
hoods or the school they attend.
rimary and secondary data.

romotion Module, pages G-4 and 5,
primary data in B-5 analyzing

of probability techniques, have
effective sample to be used in
al research problem. (DECA Manual
helpful here.)

robability and non-probability
g research. Have students research
es used in probability and non-
.

an interviewer training simula-
ethods of telephone survey and
echniques should be included in

Evaluation--Correlated With Behavioral Objectives

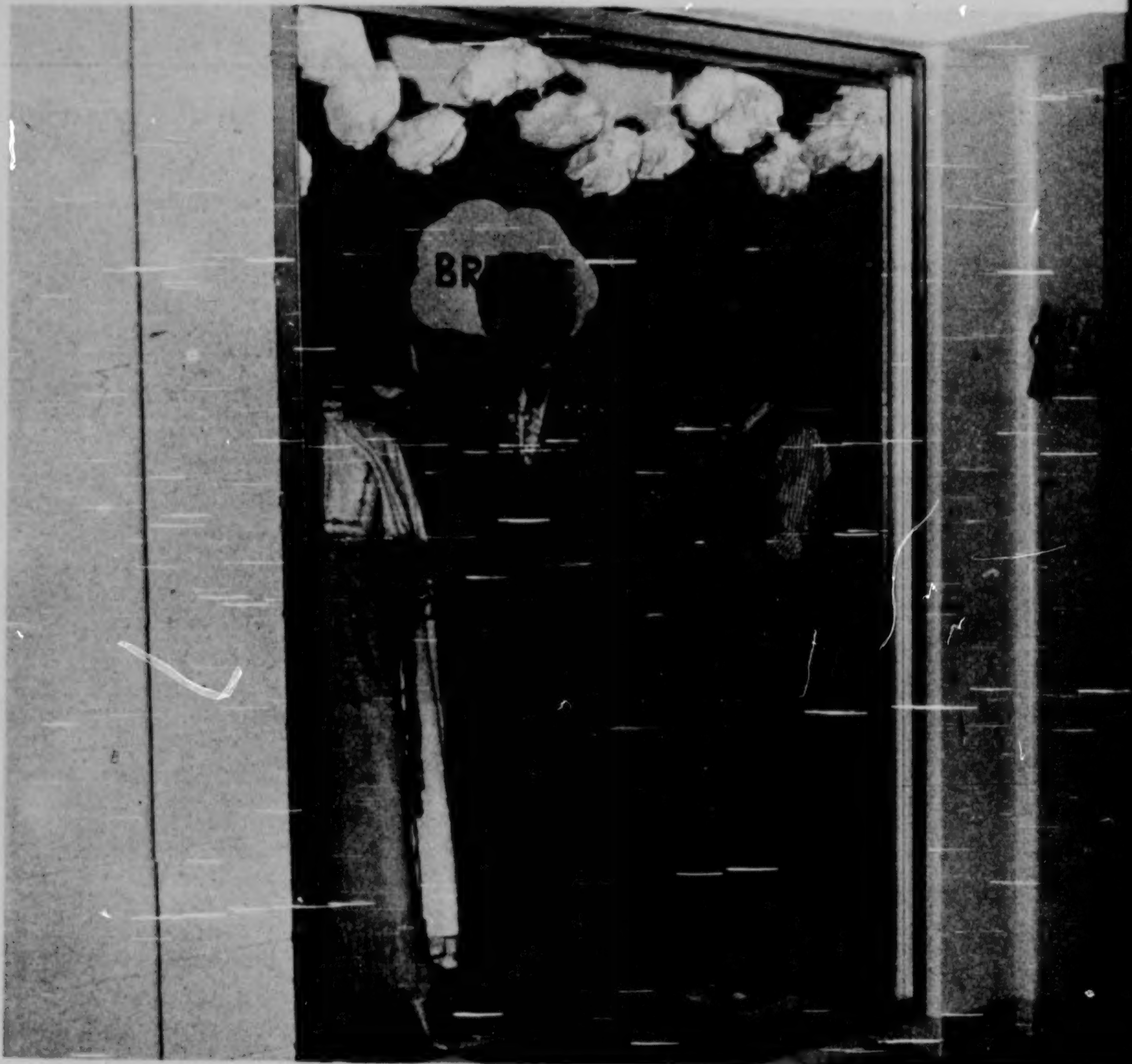
The student will:

Describe the use of primary and secondary data in marketing research. An option could be to collect primary and secondary data concerning a local issue.

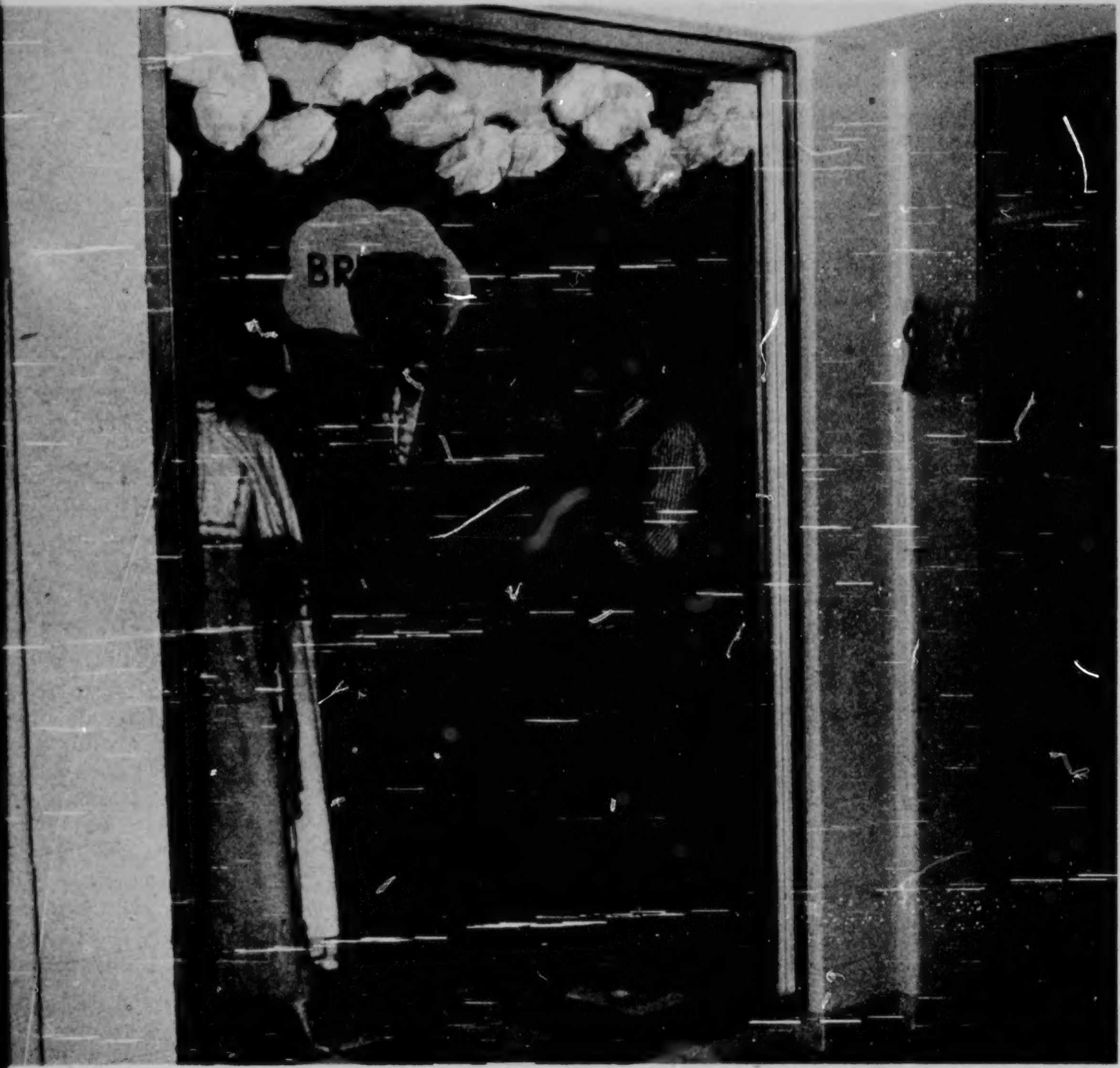
List and describe two types of samples used in marketing research.

Write reports on the techniques used in probability and nonprobability sampling, to include the advantages and disadvantages of both.

Construct a personal interview utilizing four commonly used types of questions. Use the survey to secure and analyze data pertaining to a local issue. Local school or community issues provide excellent survey opportunities.



A distribution student practicing display techniques in apparel and accessorie



tribution student practicing display techniques in apparel and accessories.

SALES PROMOTION

RELATED OCCUPATIONAL CLUSTERS
Advertising Services (4.01); Apparel and Accessories (4.02); Automotive (4.

General Goals:
- To enable students to recognize the role of advertising and sales promo and distribution
- To identify the major sales promotion methods employed in the advertisi and accessory and automotive industries
- To acquaint students with the tasks performed by the advertiser in prep presenting all forms of advertising and promotion
- To develop an awareness of the career opportunities in the advertising industry

Behavioral Objectives	Topics, Content, Instruc
The student will be able to:	I. *ROLE OF ADVERTISING AND SA MARKETING AND DISTRIBUTION*
Define advertising.	A. Development of Advertisin 1. Definition and purposes
Describe the key developments that have marked the progress of advertising to its present role.	2. Historical aspects 3. Economic factors 4. Ethics and government
Define sales promotion.	B. Sales Promotion 1. Definition and purpose
Explain the economic role advertising plays in determining the price of the product on the market.	2. Determine what and how a. Analyze successful b. Observe other store c. Study customers d. Conduct sales tests e. Note changes in de 3. Success factors a. Scientific advertis b. Artistic displays c. Expert personal sa

RELATED OCCUPATIONAL CLUSTERS

rtising Services (4.01); Apparel and Accessories (4.02); Automotive (4.03)

To enable students to recognize the role of advertising and sales promotion in marketing and distribution

To identify the major sales promotion methods employed in the advertising services, apparel, and accessory and automotive industries

To acquaint students with the tasks performed by the advertiser in preparing and presenting all forms of advertising and promotion

To develop an awareness of the career opportunities in the advertising and sales promotion industry

ioral Objectives

ble to:

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sing to its present role.

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c role advertising plays in
ce of the product on the market.

Topics, Content, Instructional Areas

I. *ROLE OF ADVERTISING AND SALES PROMOTION IN MARKETING AND DISTRIBUTION*

A. Development of Advertising

1. Definition and purposes
2. Historical aspects
3. Economic factors
4. Ethics and government control

B. Sales Promotion

1. Definition and purpose
2. Determine what and how to promote
    a. Analyze successful and lost sales
    b. Observe other stores
    c. Study customers
    d. Conduct sales tests
    e. Note changes in demand
3. Success factors
    a. Scientific advertising
    b. Artistic displays
    c. Expert personal salesmanship

Teaching Suggestions and Studies Activities Correlated With Occupational Clusters

The class may be divided into groups that study how one of the sales promotion activities makes its contribution. Then a debate can be held as to the relative importance of advertising, display, salesmen, and servicemen.

Have pupils interview merchants with the reputation for successful promotions and report results to class, citing specific examples of successful and unsuccessful promotions.

Have students prepare a paper or discuss the question, "Who Pays the Cost of Advertising?"

Evaluation--Correlated With Behavi

The student will:

Give a written definition of adverti
advertising benefits business and co

Trace the development of advertising
form to the present day.

ns and Studies Activities
cupational Clusters

d into groups that study how ion activities makes its ebate can be held as to the advertising, display, sales-

erchants with the reputation for nd report results to class, s of successful and unsuccessful

paper or discuss the question, lvertising?"

Evaluation--Correlated With Behavioral Objectives

The student will:

Give a written definition of advertising and six ways advertising benefits business and consumer.

Trace the development of advertising from the earliest form to the present day.

Behavioral Objectives

The student will be able to:

Relate sales promotion to the desired store image.

Explain how sales promotion takes the customers' interests and characteristics into account.

Describe location and neighborhood factors that will affect the success of any promotional effort.

Topics, Content, Instruc

B. Sales Promotion (Cont'd)

4. Determining sales promot
   a. Identification of in
      - Prestige
      - Fashion
      - Variety
      - Quality
      - Service
   b. Importance of store
      - Selection of the
      - Presentation and desired image
5. Analyzing the sales pote
   a. Characteristics of c
      - Income
      - Kind of employmen
      - Age
      - Size of family
      - Type of home
      - Type of community
      - Social interests
      - Cultural interest
   b. Possible related pro
      - Accessibility of
      - Condition of the
      - Traffic condition
      - Availability of
      - Parking facilitie
      - Security problems
      - Local ordinances
      - Proximity of comp

ioral Objectives

le to:

ion to the desired store image.

romotion takes the customers'
teristics into account.

d neighborhood factors that
ess of any promotional effort.

Topics, Content, Instructional Areas

B. Sales Promotion (Cont'd)

4. Determining sales promotion policy
   a. Identification of image to be conveyed
      - Prestige
      - Fashion
      - Variety
      - Quality
      - Service
   b. Importance of store image
      - Selection of the "best" image
      - Presentation and development of the desired image
5. Analyzing the sales potential
   a. Characteristics of clientele
      - Income
      - Kind of employment
      - Age
      - Size of family
      - Type of home
      - Type of community
      - Social interests
      - Cultural interests
   b. Possible related problems
      - Accessibility of the store
      - Condition of the neighborhood
      - Traffic conditions
      - Availability of public transportation
      - Parking facilities
      - Security problems
      - Local ordinances
      - Proximity of competition

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students interview a store owner and a retail store buyer on how they decide what products should be bought and promoted in line with the store's image as a promotional or discount store or a quality, prestige store.

Show how this section relates to III. Data Collection, A. Primary Data, on pages F-4 and 5 in the Marketing Research Module.

Use Department of Commerce statistics, newspapers, statistical abstracts, and marketing reports to point out the market characteristics of the students' own marketing area, such as the ages, incomes, property evaluations.

Some student projects suggested are:

- Draw a map of their immediate marketing area, highlighting key intersections and shopping centers.
- Investigate the economic conditions in their area - unemployment, economic income, standard of living.
- Check local ordinances controlling type and extent of business operations.

Evaluation--Correlated With Be

The student will:

Take a matching test of products
to determine if the students can
purchased for sale with the best
organization.

On the basis of the completed map
where an apparel store could be l
good location for an automotive a
should be prepared to defend thei

Make a visual presentation or wri
average wages earned in the stude
based on statistics supplied by t
Employment office.

Report the reasons for the contro
ordinances have on days and hours
according to type of store and pr

tions and Student Activities
Occupational Clusters

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suggested are:

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intersections and shopping

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ent, economic income, standard

nances controlling type and
ss operations.

Evaluation--Correlated With Behavioral Objectives

The student will:

Take a matching test of products with retail outlets to determine if the students can relate the items purchased for sale with the best kind of sales organization.

On the basis of the completed map, suggest where an apparel store could be located and a good location for an automotive agency. Students should be prepared to defend their choice of sites.

Make a visual presentation or write a paper on the average wages earned in the student's market area based on statistics supplied by the New York State Employment office.

Report the reasons for the controls that local ordinances have on days and hours of store operation, according to type of store and product sold.

Behavioral Objectives

The student will be able to:

Describe the effect upon promotion campaigns of:

- Local ordinances
- Consumer groups and various public agencies
- Public relations.

Explain the different characteristics of the available media including advantages and disadvantages each form offers.

Describe the factors involved in the selection of the media to be used in a sales promotion.

Demonstrate the preparation of an advertising budget.

Topics, Content, Instruct

B. Sales Promotion (Cont'd)

6. Avenues for promotional
   a. Advertising
   b. Display
   c. Public relations

II. *MAJOR SALES PROMOTION MEDIA*

A. Consideration of Media

1. Visual
   a. Newspapers
   b. Magazines
   c. Direct mail
   d. Outdoor advertising
   e. Car cards
2. Audio
   a. Radio
   b. Sound trucks, etc.
3. Audio-visual
   a. Television
   b. Films and filmstrips
4. Other, including:
   a. Point-of-purchase
   b. Dealer aids
   c. Trade show advertisi

B. Selection of Media

1. Market to be reached
2. Cost per contact
3. Influence on prospect
4. Assistance and service gi

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Topics, Content, Instructional Areas

B. Sales Promotion (Cont'd)

6. Avenues for promotional effort
   a. Advertising
   b. Display
   c. Public relations

II. *MAJOR SALES PROMOTION MEDIA.*

A. Consideration of Media

1. Visual
   a. Newspapers
   b. Magazines
   c. Direct mail
   d. Outdoor advertising
   e. Car cards
2. Audio
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   a. Television
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   a. Point-of-purchase
   b. Dealer aids
   c. Trade show advertising

B. Selection of Media

1. Market to be reached
2. Cost per contact
3. Influence on prospect
4. Assistance and service given

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Invite a representative of the local Better Business Bureau or the Office of Consumer Affairs to speak to the class on its role in protecting the interests of the consumer or to comment on misleading advertisements.

Have a public relations director of an advertising agency or a retail store describe the role of his or her office to the students.

Prepare a collage of publication media used in the apparel and automotive retail outlets and display it on the bulletin board

Discuss the value of point-of-sale material furnished by dealers and other dealer aids that are used in the apparel and automotive industries.

Students should bring in examples of point-of-sale and other dealer aids from their work stations.

Use rate cards and other material to illustrate the costs of each form of media.

Evaluation--Correlated With Beh

The student will:

Describe how consumer interests e
effort.

Prepare a report on recent consum
its effect on local business oper

Identify three different media th

- apparel stores
- automobile agencies
- advertising agencies.

Given a list of media, rank them a
cost per consumer reached and to I

Given a list of five products sold
dustry, describe the media he woul
tise these products and why.

ions and Student Activities
Occupational Clusters

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retail outlets and display it

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ealer aids that are used in the
industries.

in examples of point-of-sale
from their work stations.

er material to illustrate the
media.

Evaluation--Correlated With Behavioral Objectives

The student will:

Describe how consumer interests effect the promotional effort.

Prepare a report on recent consumer legislation and its effect on local business operations.

Identify three different media that are used best for:

- apparel stores
- automobile agencies
- advertising agencies.

Given a list of media, rank them according to relative cost per consumer reached and to length of message.

Given a list of five products sold in the apparel industry, describe the media he would choose to advertise these products and why.

Behavioral Objectives

The student will be able to:

Describe the use of the newspaper as a promotional tool.

Explain the unique advantage of the newspaper as an intensive coverage media for a local promotion.

Describe the importance of timeliness in newspaper advertising.

Plan a newspaper advertisement.

Select merchandise to advertise.

Topics, Content, Instruct

C. Newspaper Advertising

1. Function
   - a. Intensive coverage of
   - b. Sale of staple produc convenience shopping
   - c. Special sales, season
   - d. Test campaigns
2. Types of newspaper advert
   - a. Single item
   - b. Related item
   - c. Omnibus item
3. Factors in preparing an a
   - a. Timing
   - b. Selecting merchandise
     - . Popularly priced g
     - . New fashions
     - . Seasonal
     - . Good values
     - . Special sales

vioral Objectives

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advantage of the newspaper as
ge media for a local promotion.

ance of timeliness in newspaper

vertisement.

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Topics, Content, Instructional Areas

C. Newspaper Advertising
   1. Function
      a. Intensive coverage of local community
      b. Sale of staple products, services, convenience shopping
      c. Special sales, seasonal promotions
      d. Test campaigns
   2. Types of newspaper advertisements
      a. Single item
      b. Related item
      c. Omnibus item
   3. Factors in preparing an advertisement
      a. Timing
      b. Selecting merchandise
         . Popularly priced goods
         . New fashions
         . Seasonal
         . Good values
         . Special sales

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Invite the owner or manager of an advertising agency to talk about advertising budgets for large and small merchants.

Invite the editor of a local weekly and/or a large daily newspaper to speak to the class about his medium and its advantage to the retailer.

Discuss the preparation of an advertising calendar tied in with the season and local events.

Have students keep a notebook showing types of advertisements.

Have students examine local newspaper ads to determine the merchandise being advertised by apparel stores and automotive dealers.

Discuss the importance of proper merchandise selection. Cite specific examples of successful or unsuccessful ads.

Evaluation--Correlated With Beha

The student will:

Given a new type of automobile to
the future), prepare a written pr
using three different types of me

Prepare a budget for a typical ap
automotive agency. Each form of
expressed as a percentage of the

Give five advantages the newspape
medium for the retailer.

Name 10 products and the time of
best to advertise these in the ne

Design an ad layout.

Give five factors to be considere
retailer in selecting goods to be

ggestions and Student Activities
ith Occupational Clusters

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season and local events.

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Evaluation--Correlated With Behavioral Objectives

The student will:

Given a new type of automobile to be promoted (car of the future), prepare a written promotional campaign, using three different types of media.

Prepare a budget for a typical apparel store or an automotive agency. Each form of media used should be expressed as a percentage of the total planned budget.

Give five advantages the newspaper has as an advertising medium for the retailer.

Name 10 products and the time of year it would be best to advertise these in the newspaper.

Design an ad layout.

Give five factors to be considered by an apparel retailer in selecting goods to be advertised.

Behavioral Objectives

The student will be able to:

Prepare an advertising headline.

Lay out an advertisement.

Use type styles and sizes effectively.

Explain the value of using a trademark in the advertisement of merchandise.

Distinguish a good newspaper advertisement from a poor one.

Topics, Content, Instruct

C. Newspaper Advertising (Cont

4. Preparation of an ad
   a. Parts of an advertise
      . Headline - purpose
      . Illustration - pur
      . Copy - purpose and
      . Logotype - purpose
   b. Planning a layout
      . Typography
      . Trademarks
5. Layout methods
   a. Tracing
   b. Paste-up
   c. Sketching
6. Mechanics of reproduction
7. Testing effectiveness of

ioral Objectives

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Topics, Content, Instructional Areas

C. Newspaper Advertising (Cont'd)

4. Preparation of an ad
   a. Parts of an advertisement
      . Headline - purpose and types
      . Illustration - purposes
      . Copy - purpose and types
      . Logotype - purpose
   b. Planning a layout
      . Typography
      . Trademarks
5. Layout methods
   a. Tracing
   b. Paste-up
   c. Sketching
6. Mechanics of reproduction
7. Testing effectiveness of written advertisements

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Prepare a bulletin board of different kinds of headlines.

Students should also collect samples of ad copy and logotypes.

Obtain the layout sheets from a daily newspaper, a tabloid, and a local weekly paper.

Identify the kinds of type used in local news advertisements.

Display examples of trademarks.

Display some examples of the three different layout methods.

Visit the school's printing shop and discuss methods of reproduction with shop teacher or visit a local printer.

iter

Take a field trip to local newspaper printing plants.

Have students rate the effectiveness of each other's ads according to rating sheets in DECA Contest Manual.

Bring into class "tear sheets" and "proofs" of ads that have been run in a newspaper. Discuss merits.

Evaluation--Correlated With Beha

The student will:

Compare headlines for 10 products
store, using various types of prin

Select one of the above headlines,
prepare a logotype for an advertis

Select proper type style and size
ad layouts.

Prepare a portfolio illustrating 1
manufacturers in promoting their p

Prepare a single item ad layout, a
layout and an omnibus layout, usin
methods.

Rate student's advertisement layou
tent, and overall effectiveness.

stions and Student Activities
h Occupational Clusters

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o local newspaper printing plants.

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ting sheets in DECA Contest Manual.

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in a newspaper. Discuss merits.

Evaluation--Correlated With Behavioral Objectives

The student will:

Compare headlines for 10 products from an apparel store, using various types of print.

Select one of the above headlines, write the copy, and prepare a logotype for an advertising layout.

Select proper type style and size for use in their ad layouts.

Prepare a portfolio illustrating 10 trademarks used by manufacturers in promoting their products.

Prepare a single item ad layout, a related item ad layout and an omnibus layout, using each of three methods.

Rate student's advertisement layouts for clarity, content, and overall effectiveness.

Behavioral Objectives

The student will be able to:

Explain the unique advantage magazine advertising offers as a medium.

Lay out a magazine advertisement.

Show the value color has as a dimension in magazine advertising.

Describe the cost factor in the use of three-and four-color advertising.

Describe the advantages audio advertising has for the advertiser.

Write and tape a 20-second spot radio advertisement.

Evaluate listening audiences.

Topics, Content, Instructi

D. Magazine Advertising

1. Preparation
   - a. Obtain information on
   - b. Develop copy and headl
   - c. Develop illustrations,
   - d. Choose trademark or co
   - e. Prepare layout
   - f. Decide on color vs. bl
     - . One color
     - . Two or three colors
     - . Bleed pages
   - g. Select lettering

E. Audio Advertising

1. Network, spot and local br
2. Preparation of a radio com
3. Measuring radio listening

ioral Objectives

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second spot radio advertisement.

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Topics, Content, Instructional Areas

D. Magazine Advertising

1. Preparation
   a. Obtain information on product
   b. Develop copy and headline
   c. Develop illustrations, artwork
   d. Choose trademark or company name
   e. Prepare layout
   f. Decide on color vs. black and white
      . One color
      . Two or three colors
      . Bleed pages
   g. Select lettering

E. Audio Advertising

1. Network, spot and local broadcasting
2. Preparation of a radio commercial
3. Measuring radio listening

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beh The student will:
Have students prepare rough layouts for magazine ads.	Explain values of using color in a
Make cost comparisons of magazine advertisements considering color, size, and location of ads.	Compare the cost of three- and fou with that of black and white.
Have pupils evaluate various magazine ads. Discuss the Storch system of magazine ad evaluation.	Using DECA radio commercial contes prepare a 20-second advertisement its effectiveness according to the Commercials should be taped and pl for critique.
Have students write and deliver promotional announcements on school loudspeaker system or tape.	
Visit a local broadcasting station; and observe how commercials are prepared and worked into station programs.	
Discuss the ratings used in radio, i.e., American Research Bureau and Pulse, Inc., and in television, i.e., Neilson and American Research Bureau.	
Analyze various T.V. ads. Discuss the control a spot advertiser has on T.V. compared to specific page location that a newspaper advertiser may select.	
Students should conduct a survey of prime time radio and T.V. programs on a weekday and a weekend with his school friends and evaluate the advertising value of commercials based on this report.	

tions and Student Activities Occupational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
e rough layouts for magazine ads.	Explain values of using color in advertising.
s of magazine advertisements con- , and location of ads.	Compare the cost of three- and four-color ads with that of black and white.
various magazine ads. Discuss the azine ad evaluation.	Using DECA radio commercial contest rules, prepare a 20-second advertisement and evaluate its effectiveness according to the rating sheet. Commercials should be taped and played to class for critique.
and deliver promotional announce- speaker system or tape.	
asting station; and observe how ared and worked into station	
used in radio, i.e., American Pulse, Inc., and in television, erican Research Bureau.	
ads. Discuss the control a spot V. compared to specific page paper advertiser may select.	
uct a survey of prime time radio a weekday and a weekend with his valuate the advertising value of this report.	

Behavioral Objectives

The student will be able to:

Describe the uses of outdoor advertising media.

Explain the purpose of point-of-sale material furnished by the manufacturer.

Explain the limitations of direct mail as an advertising medium.

Topics, Content, Instruct

G. Other Forms of Advertising

1. Mass
   - a. Outdoor
   - b. Transportation
   - c. Point-of-sale
2. Direct
   - a. Letters
   - b. Circulars
   - c. Catalogs
   - d. Booklets
   - e. Broadsides
   - f. F
   - g. P
   - h. C
   - i. M
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Topics, Content, Instructional Areas

G. Other Forms of Advertising

1. Mass
   - a. Outdoor
   - b. Transportation
   - c. Point-of-sale
2. Direct
   - a. Letters
   - b. Circulars
   - c. Catalogs
   - d. Booklets
   - e. Broadsides
   - f. Folders
   - g. Package inserts
   - h. Calendars, novelties
   - i. Mailing cards
   - j. House organs

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Discuss the effect of various consumer ecology movements on the future of outdoor advertising.

Use 24-sheet DECA billboard. A local agency may donate a billboard.

Students should survey community and make a list of 10 products being advertised on billboards and 10 products being advertised on bus and taxi cards.

Bring in examples of point-of-sale materials used extensively in the automotive industry.

Have cooperative work-study students report about the use of point-of-sale material at their work stations.

Discuss mailing lists, their importance, and how they may be developed.

Have students tell about specific examples of direct mail advertising received by the family and the response each type evoked from the family.

Evaluation--Correlated With Beha

The student will:

Design a billboard advertisement us
contest rules.

Write an advertising letter to be us
mail campaign. The student may sel
activity to sell a product or servi
of Advertising Services, Apparel an
Automotive. The letter should be j
brevity (no more than one page), co
accuracy, and effectiveness (does i
to act.)

ions and Student Activities
Occupational Clusters

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f outdoor advertising.

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tomotive industry.

-study students report about
ale material at their work

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out specific examples of direct
ived by the family and the
oked from the family.

Evaluation--Correlated With Behavioral Objectives

The student will:

Design a billboard advertisement using DECA contest rules.

Write an advertising letter to be used in a direct mail campaign. The student may select a promotional activity to sell a product or service from the fields of Advertising Services, Apparel and Accessories, or Automotive. The letter should be judged upon clarity, brevity (no more than one page), completeness, accuracy, and effectiveness (does it move the reader to act.)

These girls are learning about communications in the recreation and tourism occupational cluste

COMMUNICATIONS

about communications in the recreation and tourism occupational clusters in the airlines.

RELATED OCCUPATIONAL CLUSTERS
Recreation and Tourism (4.18)

General Goals:
- To identify and classify the principal forms of communications used to
employees, suppliers, and customers
- To evaluate the importance and effectiveness of each type of communicat

Behavioral Objectives	Topics, Content, Instruc
The student will be able to:	
Identify the main segments of communication.	I. *WHAT IS COMMUNICATION?*
	A. The Message
	B. Sending
	C. Receiving
	D. The Channels
	E. Feedback
State the principal goals of business communication.	II. *GOALS OF BUSINESS COMMUNIC*
	A. Obtain Organizational Ef
	B. Convey a Message
	C. Promote Human Relations
	D. Sell a Product or a Serv
	E. Obtain Customer Attentic
	F. Create an Image
	G. Obtain Action

RELATED OCCUPATIONAL CLUSTERS
Recreation and Tourism (4.18)

- To identify and classify the principal forms of communications used to make contact with employees, suppliers, and customers
- To evaluate the importance and effectiveness of each type of communication

Behavioral Objectives	Topics, Content, Instructional Areas
be able to:	
in segments of communication.	I. *WHAT IS COMMUNICATION?*
	A. The Message
	B. Sending
	C. Receiving
	D. The Channels
	E. Feedback
ipal goals of business communication.	II. *GOALS OF BUSINESS COMMUNICATION*
	A. Obtain Organizational Efficiency
	B. Convey a Message
	C. Promote Human Relations
	D. Sell a Product or a Service
	E. Obtain Customer Attention
	F. Create an Image
	G. Obtain Action

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Behav The student will:
Have students identify people to whom they enjoy listening and analyze why.	List and describe in complete sent essentials of communication.
Ask the proprietor of a local travel agency to speak to the class regarding communication and tourism.	Describe three principal goals of tion.
Set up a case study of a local travel agency trying to communicate with potential travelers, resorts, hotels, and employees. Apply the five segments of communication to the problem. Point out the goals of the communication as well as the mechanics.	Write, tape, or present a visual o tion of why the advertising medium choice is the best to promote touri

tions and Student Activities
Occupational Clusters

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ze why.

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communication and tourism.

of a local travel agency trying
potential travelers, resorts,
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e problem. Point out the goals of
s well as the mechanics.

Evaluation--Correlated With Behavioral Objectives
The student will:

List and describe in complete sentences the five essentials of communication.

Describe three principal goals of business communication.

Write, tape, or present a visual of a brief explanation of why the advertising medium of the student's choice is the best to promote tourism.

Behavioral Objectives

The student will be able to:

Use basic concepts in order to listen and grasp what others are saying.

Improve reading speed and comprehension.

Use proper telephone techniques.

Properly introduce him or herself to others and persons to each other.

Use common courtesies and social amenities in informal conversation.

Give clear and concise instructions to others.

Participate in a meeting or chair a meeting following Roberts' Rules of Order.

Topics, Content, Instruc

III. *TYPES OF COMMUNICATION*

A. Listening
1. Rules for effective lis
    - a. Body language
    - b. Eye control
    - c. Making notes
    - d. Taking directions
2. The listening environme
    - a. Small group
    - b. Large group

B. Reading
1. Types of reading
2. Increasing reading spee
3. Skimming and scanning
4. Intensive reading

C. Speaking
1. Use of the telephone
    - a. Making long distanc
    - b. Making appointments
    - c. Ordering goods and
    - d. Recording messages
    - e. Developing a "telep
2. Informal
    - a. Introductions
    - b. Conversation
    - c. Directions and inst
    - d Delivering the spee
    - e. Conferences and mee

havioral Objectives

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in order to listen and grasp
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Rules of Order.

Topics, Content, Instructional Areas

III. *TYPES OF COMMUNICATION*

A. Listening
  1. Rules for effective listening
    a. Body language
    b. Eye control
    c. Making notes
    d. Taking directions
  2. The listening environment
    a. Small group
    b. Large group

B. Reading
  1. Types of reading
  2. Increasing reading speed
  3. Skimming and scanning
  4. Intensive reading

C. Speaking
  1. Use of the telephone
    a. Making long distance, collect, etc. calls
    b. Making appointments, reservations, etc.
    c. Ordering goods and services
    d. Recording messages for others
    e. Developing a "telephone voice"
  2. Informal
    a. Introductions
    b. Conversation
    c. Directions and instructions
    d. Delivering the speech
    e. Conferences and meetings

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Many students will be helped by having their voices recorded and played back.

Film loops are also useful in "the gift of seeing ourselves as others see us."

After each of several "rap sessions," have students express their reactions to making efforts to listen intelligently.

Commercial public speaking courses and publications are useful to the teacher in developing student confidence and efficiency in communications.

As the students become involved in public speaking, they will be more interested in proper posture, correct mannerisms and gestures, and good grooming and dress.

The telephone company has many audiovisual materials available for the secondary schools in their localities particularly applicable to the subject of communications.

Evaluation--Correlated With Behavi

The student will:

Obtain the assistance of the readin
pretest each student, provide devel
and instruction, and posttest.

ions and Student Activities
Occupational Clusters

helped by having their voices
ck.

eful in "the gift of seeing
e us."

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rested in proper posture,
gestures, and good grooming

has many audiovisual materials
ndary schools in their
y applicable to the subject

Evaluation--Correlated With Behavioral Objectives
The student will:

Obtain the assistance of the reading specialist to pretest each student, provide developmental material and instruction, and posttest.

Behavioral Objectives

The student will be able to:

Prepare, deliver, and evaluate brief speeches given by himself and the rest of the class.

Write complete yet brief business letters of invitation, appreciation, sales, complaint, collection, etc.

Prepare useful vita, resumés, or personal data sheets.

Develop mailable letters of application for real or imaginary jobs.

Write short, interesting, current articles for the school or local newspapers.

Topics, Content, Inst

C. Speaking (Cont'd)
   3. Formal public speakin
      a. Preparation
      b. Organizing
      c. Practicing
      d. Delivering
      e. Evaluation by cla

D. Writing
   1. Types of business wri
      a. Letters
      b. Resumés
      c. Applications
      d. Memoranda
   2. Rules for effective w
      a. Planning
         (1) Purpose
         (2) Ideas and fac
         (3) Organization
      b. Rough draft
      c. Writing for the r

Behavioral Objectives	Topics, Content, Instructional Areas
e able to:	C. Speaking (Cont'd)
, and evaluate brief speeches given he rest of the class.	3. Formal public speaking a. Preparation b. Organizing c. Practicing d. Delivering e. Evaluation by classmates or self
et brief business letters of eciation, sales, complaint, ita, resumés, or personal data letters of application for real s. eresting, current articles for the newspapers.	D. Writing 1. Types of business writing a. Letters b. Resumés c. Applications d. Memoranda 2. Rules for effective writing a. Planning (1) Purpose (2) Ideas and facts (3) Organization b. Rough draft c. Writing for the receiver

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Discuss techniques of public speaking:
- Pronunciation
- Enunciation
- Gestures
- Mannerisms

Use tapes of impromptu talks as well as planned talks.

Discuss why a hotel manager must be a good speaker.

Relate public speaking to successful selling.

Local assistance in the field of communications is readily available from:
- Elementary, secondary, and college teachers of English, reading and writing, speech, Business English, Secretarial Practice, etc.
- Telephone company publications
- Personnel directors
- Toastmasters' club
- Certified Public Secretaries Association
- Television and radio broadcasters
- D.E.C.A. manuals and contests
- Parents in advertising, sales, marketing, journalism, and the media

Evaluation--Correlated With Behav

The student will:

Develop a checklist cooperatively w
Each student then knows the basis u
speech will be judged and will be a
accordingly. At the conclusion of
entire class will evaluate the pres

Evaluate the completeness, concisen
the message.

ons and Student Activities
ccupational Clusters

public speaking:

talks as well as planned talks.

nager must be a good speaker.

to successful selling.

e field of communications is
:
ary, and college teachers of
nd writing, speech, Business
al Practice, etc.
publications
s

ecretaries Association
io broadcasters
nd contests
sing, sales, marketing,
e media

Evaluation--Correlated With Behavioral Objectives
The student will:

Develop a checklist cooperatively with the class. Each student then knows the basis upon which his or her speech will be judged and will be able to prepare accordingly. At the conclusion of each speech, the entire class will evaluate the presentation.

Evaluate the completeness, conciseness, and clarity of the message.

FURNITURE CENTER

Assisting a buyer to select fabrics is a selling technique in general merchandising and indus

PERSONAL SELLING

FURNITURE CENTER

select fabrics is a selling technique in general merchandising and industrial marketing.

PERSONAL SELLING

RELATED OCCUPATIONAL CLUSTERS
General Merchandising (4.08); Industrial Marketi
Insurance (4.13)

General Goals:
- To have the student understand the role selling plays in our economy and
- To make the student aware of the background preparation and personal qua needed in selling
- To enable the student to develop basic sales skills
- To develop an awareness of the career opportunities in the field of pers

Behavioral Objectives	Topics, Content, Instruc
The student will be able to:	
Distinguish between personal selling and non-personal selling.	I. *SELLING* A. Personal - audio and/or vi two or more people B. Nonpersonal - group appro
Describe the function of selling in the marketing process.	II. *SELLING AS A BASIC MARKETIN* A. Merchandising - right good place, right price, right B. Buying - getting goods fr suppliers C. Selling - is the goal of 1. Selling is needed when a demonstrated 2. Selling is needed to sel price value
	III. *RELATIONSHIP OF SELLING TO* A. Sell Personal Qualities B. Sell Ideas

RELATED OCCUPATIONAL CLUSTERS

General Merchandising (4.08); Industrial Marketing (4.12); Insurance (4.13)

- To have the student understand the role selling plays in our economy and daily living
- To make the student aware of the background preparation and personal qualifications needed in selling
- To enable the student to develop basic sales skills
- To develop an awareness of the career opportunities in the field of personal selling

Behavioral Objectives

be able to:

ween personal selling and non-
g.

nction of selling in the marketing

Topics, Content, Instructional Areas

I. *SELLING*

A. Personal - audio and/or visual contact between two or more people

B. Nonpersonal - group approach

II. *SELLING AS A BASIC MARKETING FUNCTION*

A. Merchandising - right goods, right time, right place, right price, right quantity

B. Buying - getting goods from producers and suppliers

C. Selling - is the goal of the marketing functions

1. Selling is needed when a product is to be demonstrated
2. Selling is needed to sell merchandise of high price value

III. *RELATIONSHIP OF SELLING TO EVERYDAY LIVING*

A. Sell Personal Qualities

B. Sell Ideas

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Behav The student will:
Show advertisements of products and have actual sales demonstration of a product. Discuss the different approaches.	Given a list of selling situations, personal and nonpersonal situations
Have students explain how a product is marketed after it has been manufactured. Using examples, other than advertising, suggest how people learn to use products. Learn about proper use, value, appreciation of products, trade-in price, etc.	Write an essay on the importance of basic marketing function. If the ec available, the student may be evalua development of a T.V. or cassette ta
Demonstrate how people convince others to change or adopt ideas, goals, etc. by showing films or T.V. tapes. Discuss how people sell their personalities to others as friends, new acquaintances, in job interviews.	Give three examples of how they sold personalities within the past two we

ns and Student Activities cupational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
products and have actual a product. Discuss the differ-	Given a list of selling situations, choose which are personal and nonpersonal situations.
w a product is marketed after .	Write an essay on the importance of selling as a basic marketing function. If the equipment is available, the student may be evaluated upon the development of a T.V. or cassette tape on the subject.
an advertising, suggest how ucts. Learn about proper use, roducts, trade-in price, etc.	
onvince others to change or by showing films or T.V. tapes.	Give three examples of how they sold ideas or their personalities within the past two weeks.
their personalities to others ances, in job interviews.	

Behavioral Objectives

The student will be able to:

Compare his or her personal qualifications to those needed in selling.

Identify sales skills he or she lacks or which need improvement.

Identify a variety of reasons why people buy products.

Understand why customers purchase certain products.

Topics, Content, Instru

IV. *PERSONAL QUALIFICATIONS OF*

- A. Emotional
- B. Physical
- C. Cultural
- D. Previous Experiences
- E. Ability to Communicate
- F. Attitudes

V. *BUYING MOTIVES*

A. Basic Buying Motives (Nee

1. Food
2. Clothing
3. Shelter
4. Safety
5. L
6. S
7. C

B. Learned or Acquired Buyin

Emotional	Rati
status	pri
prestige	dur
imitation	gua
pride	bar
relaxation	ser

ehavioral Objectives

able to:

r personal qualifications to those
.

ills he or she lacks or which need

y of reasons why people buy products.

stomers purchase certain products.

Topics, Content, Instructional Areas

IV. *PERSONAL QUALIFICATIONS OF A SALESPERSON*

A. Emotional

B. Physical

C. Cultural

D. Previous Experiences

E. Ability to Communicate

F. Attitudes

V. *BUYING MOTIVES*

A. Basic Buying Motives (Needs)

1. Food
2. Clothing
3. Shelter
4. Safety
5. Love
6. Security
7. Companionship

B. Learned or Acquired Buying Motives (Wants)

Emotional	Rational
status	price
prestige	durability
imitation	guarantee
pride	bargain
relaxation	service

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students identify on paper what qualifications a good salesperson should have and should not have. Make a composite of responses on chalkboard; and discuss the composite results.

Develop a checklist of good sales qualifications and have students rate themselves. Discuss how improvement of personal traits is possible.

Have students rate the sales people in the local department store and present positive approaches observed as a method of improving sales presentations.

Have a speaker (a professional salesperson, department store manager, etc.) discuss personal qualifications and their importance in selling.

Survey class as to products purchased in the last month. Have students give reasons for these purchases.

Have the students name the products they would buy now, if they had the money. Make a list of these items and elicit responses as to why people would buy them.

Prepare a list of products purchased by high school students. Survey fellow students as to why they purchase these items.

Evaluation--Correlated With Behavi
The student will:

Write a report on the importance of
personality in selling and if salesm

Given a list of buying motives, sugg
would satisfy these motives.

Given a list of age groups, e.g., pr
school, teen, adult, senior citizens
purchased by the groups probable buy

Given the products and the age groups
tell which buying motives would proba
each age group.

ions and Student Activities
Occupational Clusters

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e the products they would buy now,
. Make a list of these items and
o why people would buy them.

ducts purchased by high school
low students as to why they pur-

Evaluation--Correlated With Behavioral Objectives
The student will:

Write a report on the importance of the salesperson's personality in selling and if salesmen are born or made.

Given a list of buying motives, suggest products that would satisfy these motives.

Given a list of age groups, e.g., preschool, grammar school, teen, adult, senior citizens, suggest products purchased by the groups probable buying motives.

Given the products and the age groups listed above, tell which buying motives would probably be used by each age group.

Behavioral Objectives

The student will be able to:

Distinguish between emotional and rational buying motives.

Explain why you must know your product to be able to sell it.

Topics, Content, Instru

B. Learned or Acquired Buyin

Emotional	Ratio
convenience	qual
athletic pleasure	quan
recreation	reli
power	

C. Mixture of Basic and Lear

VI. *THE SALESMAN MUST KNOW HIS*

A. How His Product is Made, Operation

B. How the Product Meets the

C. Advantages Over Competiti

D. How to Suggest Related It

E. Will Result in Customer C Satisfaction

Behavioral Objectives	Topics, Content, Instructional Areas
be able to:	B. Learned or Acquired Buying Motives (Cont'd)
ween emotional and rational buying	Emotional convenience athletic pleasure recreation power Rational quality quantity reliability
	C. Mixture of Basic and Learned Motives
must know your product to be able to	VI. *THE SALESMAN MUST KNOW HIS PRODUCT*
	A. How His Product is Made, Its Use, and Its Operation
	B. How the Product Meets the Customers' Needs
	C. Advantages Over Competition
	D. How to Suggest Related Items
	E. Will Result in Customer Confidence and Satisfaction

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

During an evening of television viewing, each student may be assigned to develop a list of TV ads and state which appeal to the emotions and which provide factual information upon which to base a rational choice

Have a student try to sell an item of which he has no product knowledge. Have a student sell a product of which he has product knowledge. Discuss the differences in the sales.

Have students go shopping in local stores for a major appliance, i.e., washer, dryer, electric range. Discuss the information the salesman talked about during the selling situation.

Select students to relate instances where they felt the salesperson did or did not have good product knowledge. What effect did this knowledge or lack of knowledge have on the customer and the outcome of the sale?

Discuss why or what the salesperson should know about competing products.

Evaluation--Correlated With Beha

The student will:

From a list of 10 advertising state
are emotional or rational.

Develop a list of products for which
should have a great amount, average
amount of product knowledge.

Answer the question: Not all produc
to sell them; why or why not? Give

Solve this case problem:
Phil Clement is the owner of an in
store. He carries three major lin
well as wallpaper and other decora
Phil feels that it is important fo
to be well informed about the prod
store. He does not feel that it i
salespeople to be familiar with pa
competitors.
Do you agree with Phil? Why or wh
suggestions would you make to Phil

tions and Student Activities
Occupational Clusters

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n to base a rational choice.

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the salesma. talked about during

ate instances where they felt the
not have good product know-
d this knowledge or lack of
customer and the outcome of the

e salesperson should know about

Evaluation--Correlated With Behavioral Objectives

The student will:

From a list of 10 advertising statements, select which are emotional or rational.

Develop a list of products for which the salesman should have a great amount, average amount, or little amount of product knowledge.

Answer the question: Not all products need salesmen, to sell them; why or why not? Give examples.

Solve this case problem:

Phil Clement is the owner of an independent paint store. He carries three major lines of paints as well as wallpaper and other decorating items. Phil feels that it is important for his salespeople to be well informed about the products sold in his store. He does not feel that it is necessary for his salespeople to be familiar with paints sold by his competitors.

Do you agree with Phil? Why or why not? What suggestions would you make to Phil, if any?

PERSONAL SELLING

Behavioral Objectives	Topics, Content, Instruc
The student will be able to:	
State the progressive motivational steps in a sales transaction.	VII. *THE ESSENTIAL MOTIVATIONAL S* A. Obtaining Attention B. Arousing Interest C. Creating Desire D. Causing Action
List the steps in the selling process.	VIII. *THE STEPS OF A SALE* A. Prospecting - finding cus out of store B. Preapproach - gain informa spective customers, e.g., C. Approach - gain interview, sales prospect D. Determine Need - emotiona E. Presentation of Product o of product or service F. Overcome Objections - let involved G. Suggestion Selling - addi H. The Close - writing sales product wrapping I. Deliver Product - followu

vioral Objectives

le to:

e motivational steps in a sales

e selling process.

Topics, Content, Instructional Areas

VII. *THE ESSENTIAL MOTIVATIONAL STEPS IN A SALE*

A. Obtaining Attention

B. Arousing Interest

C. Creating Desire

D. Causing Action

VIII. *THE STEPS OF A SALE*

A. Prospecting - finding customers in store and out of store

B. Preapproach - gain information about prospective customers, e.g., age, income

C. Approach - gain interview, get attention of sales prospect

D. Determine Need - emotional, rational

E. Presentation of Product or Service - demonstration of product or service

F. Overcome Objections - let sales prospect get involved

G. Suggestion Selling - additional items

H. The Close - writing sales check, charge slip, product wrapping

I. Deliver Product - followup, review sale

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Present a series of slides or transparencies which demonstrate the parts of the sale.

Have students develop a checklist to be used in observations of how a salesperson did or did not use each of the steps of a sale.

The students should then use the checklist to observe salespersons in better department stores in such areas as major appliances, furs, bridal, and other large ticket items.

Use school store as learning situation.

Speaker or/and demonstration by a professional salesman or sales manager.

Slide show or movie of the students' performing actual selling steps.

Have a particpant in the DECA sales demonstration contest give that demonstration and relate the steps of a sale to the demonstration.

Use TV or tape recordings so that individual classes can benefit from the sales demonstrations. For example, a demonstration of simple cash register procedures.

Have a panel of salesmen and/or students discuss views on selling.

Have students shadow a salesman for a day, i.e., go on his calls with him or stay at his counter, etc.

Evaluation--Correlated With Beha

The student will:

Give a realistic sales demonstratio
of the class use the cooperatively
to grade each step of the sale.

Develop a checklist of things to be
mechanics of closing the sale for a
charge sale.

ns and Student Activities
cupational Clusters

es or transparencies which
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DECA sales demonstration
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s so that individual classes
es demonstrations. For
of simple cash register

and/or students discuss

alesman for a day, i.e., go
stay at his counter, etc.

Evaluation--Correlated With Behavioral Objectives
The student will:

Give a realistic sales demonstration and have the rest of the class use the cooperatively developed checklist to grade each step of the sale.

Develop a checklist of things to be done during the mechanics of closing the sale for a simple cash or charge sale.

Behavioral Objectives

The student will be able to:

Describe the various careers in selling.

Learn about the career cluster best suited for him.

Topics, Content, Instru

IX. *CAREERS IN SELLING*

- A. Industrial
- B. Retail
- C. Wholesale
- D. Specialities
- E. Services
- F. Manufacturer's Representa
- G. Intangibles

Behavioral Objectives

e able to:

ious careers in selling.

career cluster best suited for him.

Topics, Content, Instructional Areas

IX. *CAREERS IN SELLING*

A. Industrial

B. Retail

C. Wholesale

D. Specialities

E. Services

F. Manufacturer's Representative

G. Intangibles

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Assign groups to investigate the educational requirements, age, placement possibilities, benefits, working conditions, hours, pay, opportunities for promotion, high income, and personal satisfaction.

Place comparisons of the results of the investigation on a bulletin board.

Have a salesman from each field speak to the class.

Discuss advantages and disadvantages of each type of selling career cluster.

Use the Dictionary of Occupational Titles of the U. S. Department of Labor to get the complete classification of sales occupations, beginning with code 250, Salesmen, Real Estate and Insurance and ending with code 289.458, Salesperson, Flying Squad.

Evaluation--Correlated With Beha

The student will:

Select first and second choice sale
reasons for each choice based upon
flecting study of the occupational
or her personal qualifications, int

tions and Student Activities
Occupational Clusters

stigate the educational require-
possibilities, benefits, working
y, opportunities for promotion,
onal satisfaction.

the results of the investigation

each field speak to the class.

d disadvantages of each type of
r.

Occupational Titles of the U. S.
o get the complete classification
beginning with code 250, Sales-
Insurance and ending with code
Flying Squad.

Evaluation--Correlated With Behavioral Objectives

The student will:

Select first and second choice sales careers and give reasons for each choice based upon solid knowledge reflecting study of the occupational clusters and of his or her personal qualifications, interests and abilities.

CREDIT AND COLLECTIONS

Careers in credit and collections offer attractive futures to students with pleasant personalities and the ability to learn about the world of finance.

CREDIT AND COLLECTIONS

Careers in credit and collections offer attractive futures to students with pleasant personalities and the ability to learn about the world of finance.

CREDIT AND COLLECTIONS

RELATED OCCUPATIONAL CLUSTERS
Industrial Marketing (Wholesale) (4.12); Finance

General Goals:
- To enable students to recognize the role of finance and credit in market
- To acquaint students with the tasks performed by the finance and credit
- To identify the major credit methods employed in industrial marketing
- To develop an awareness of the career opportunities in the credit industr

Behavioral Objectives	Topics, Content, Instruct
The student will be able to:	*I. THE MEANING OF CREDIT*
Define credit.	A. Credit Defined
Distinguish between the two major types of credit.	B. Consumer vs. Mercantile Cre
	C. Evolution of Credit to its
Recognize the key events in the development of credit to its present status.	*II. CREDIT AS A BUSINESS FORCE*
	A. The Role of Credit in Our E
	B. The Importance of Credit to
	C. The Importance of Credit to
	D. Credit and Business Finance
Identify the benefits of credit.	*III. THE BENEFITS OF CREDIT*
	A. To the Consumer
	B. To the Marketer
	C. To the Economy

S

RELATED OCCUPATIONAL CLUSTERS
Industrial Marketing (Wholesale) (4.12); Finance and Credit (4.04)

To enable students to recognize the role of finance and credit in marketing and distribution
To acquaint students with the tasks performed by the finance and credit industry
To identify the major credit methods employed in industrial marketing
To develop an awareness of the career opportunities in the credit industry

avioral Objectives

ble to:

the two major types of credit.

vents in the development of
nt status.

ts of credit.

Topics, Content, Instructional Areas

I. *THE MEANING OF CREDIT*

A. Credit Defined

B. Consumer vs. Mercantile Credit

C. Evolution of Credit to its Modern Role

II. *CREDIT AS A BUSINESS FORCE*

A. The Role of Credit in Our Economy

B. The Importance of Credit to Consumers

C. The Importance of Credit to Marketers

D. Credit and Business Finance

III. *THE BENEFITS OF CREDIT*

A. To the Consumer

B. To the Marketer

C. To the Economy

C

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students visit local wholesale businesses and financial institutions to ascertain the businessman's view of the importance of credit to their business and their customers.

Conduct a panel discussion of the pro's and con's of credit to all segments of the economy.

Evaluation--Correlated With Be

The student will:

Define credit and state six reaso helped the local businessman.

Describe three types of consumer types of mercantile credit in use businessmen.

Write explanations of four pro's credit.

ggestions and Student Activities With Occupational Clusters

t local wholesale businesses and
ions to ascertain the businessman's
ance of credit to their business
s.

scussion of the pro's and con's of
ents of the economy.

Evaluation--Correlated With Behavioral Objectives

The student will:

Define credit and state six reasons how credit has helped the local businessman.

Describe three types of consumer credit and three types of mercantile credit in use by the local businessmen.

Write explanations of four pro's and four con's of credit.

Behavioral Objectives

The student will be able to:

Explain the cost of credit to all segments of society.

Describe several credit plans that are available to consumers.

Topics, Content, Instruc

IV. *THE COST OF CREDIT*

- A. To the Consumer
- B. To the Marketer
- C. To the Economy

V. *TYPES OF CREDIT*

- A. Consumer Credit
  1. Charge accounts
     - a. Regular accounts (op
     - b. 90-day charge
     - c. Revolving charge
     - d. 30-day sales contrac
  2. Installment
  3. Credit cards
     - a. Industry sponsored
     - b. All purpose cards
     - c. Bank cards
  4. Bank loans
  5. Advance credit
  6. Employee credit unions

NS

havioral Objectives

able to:

f credit to all segments of

redit plans that are available

Topics, Content, Instructional Areas

IV. *THE COST OF CREDIT*

A. To the Consumer

B. To the Marketer

C. To the Economy

V. *TYPES OF CREDIT*

A. Consumer Credit

1. Charge accounts
    a. Regular accounts (open book, 30-day)
    b. 90-day charge
    c. Revolving charge
    d. 30-day sales contract
2. Installment
3. Credit cards
    a. Industry sponsored
    b. All purpose cards
    c. Bank cards
4. Bank loans
5. Advance credit
6. Employee credit unions

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beha The student will:
Collect industry and government figures on the cost of credit to all segments of the economy to present as oral or written reports.	
Introduce the Area of Distribution contest manual to students and encourage them to consider credit operations as an appropriate area for further study and presentation as a contest entry.	Pupils who choose to enter the DEC develop an outline for the Area of showing each consumer and business One hundred percent accuracy should
Have students compile a list of the various types of consumer credit presently being utilized by the local community. Have them suggest any additional sources of credit that may not be available locally.	Name the 10 most popular types of c in the local community and rank the their local importance.

ons and Student Activities ccupational Clusters

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ts of the economy to present
rts.

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them to consider credit
priate area for further study
contest entry.

a list of the various types of
tly being utilized by the local
suggest any additional sources
be available locally.

Evaluation--Correlated With Behavioral Objectives

The student will:

Pupils who choose to enter the DECA contest should develop an outline for the Area of Distribution manual, showing each consumer and business credit plan available. One hundred percent accuracy should be required.

Name the 10 most popular types of credit being used in the local community and rank them according to their local importance.

Behavioral Objectives

The student will be able to:

Identify the kinds of credit available to business firms.

Apply each method of business credit to a practical situation.

Explain the several bases for granting credit.

Topics, Content, Instru

B. Mercantile Credit

1. Cash in advance
2. C.O.D.
3. Check
4. Sight draft
5. Regular dating
6. Extra dating
7. Advance dating
8. Cash discount
9. Anticipation
10. Memorandum terms
11. Consignment terms
12. F.O.B. point
13. Factors
14. Leasing
15. Warehouse receipts
16. Commercial finance hous

VI. *THE BASIS FOR GRANTING CREDI*

A. Credit Policies

1. Liberal credit and colle
2. Liberal credit and stric
3. Strict credit and libera
4. Strict credit and collec

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Behavioral Objectives

e able to:

ds of credit available to business

d of business credit to a practical

ral bases for granting credit.

Topics, Content, Instructional Areas

B. Mercantile Credit

1. Cash in advance
2. C.O.D.
3. Check
4. Sight draft
5. Regular dating
6. Extra dating
7. Advance dating
8. Cash discount
9. Anticipation
10. Memorandum terms
11. Consignment terms
12. F.O.B. point
13. Factors
14. Leasing
15. Warehouse receipts
16. Commercial finance houses

VI. *THE BASIS FOR GRANTING CREDIT*

A. Credit Policies

1. Liberal credit and collection policy
2. Liberal credit and strict collection policy
3. Strict credit and liberal collection policy
4. Strict credit and collection policy

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Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students compile a list of the various types of mercantile credit being offered to wholesalers and other businesses.

Conduct several interviews in which students take the part of applicant and lender in arranging the type of credit needed for selected wholesale firms.

Have the class obtain credit applications from different sources in the community.

Augment the credit applications the students have collected with additional types you can obtain and have the class fill out the applications as an exercise.

Suggested sources: Banks, automobile agencies, insurance companies, finance companies, employee credit unions.

Evaluation--Correlated With Beh

The student will:

Rank the six types of mercantile cr frequently used.

Give the advantages and disadvantag strict credit and collection polici

tions and Student Activities
Occupational Clusters

a list of the various types of
ng offered to wholesalers and

views in which students take
and lender in arranging
eded for selected wholesale

credit applications from
the community.

plications the students have
onal types you can obtain and
it the applications as an

nks, automobile agencies,
finance companies, employee

Evaluation--Correlated With Behavioral Objectives

The student will:

Rank the six types of mercantile credit most frequently used.

Give the advantages and disadvantages of liberal vs. strict credit and collection policies.

CREDIT AND COLLECTIONS

Behavioral Objectives

The student will be able to:

Identify the major factors used to determine an acceptable credit risk.

Make predictions as to the quality of the credit risk.

Topics, Content, Instruct

B. Factors in Granting Credit

1. Character
2. Capacity to earn
3. Capital background

C. Analyzing the 3 C's

1. The application
2. The interview
3. Evaluation of the applica
    a. Legal status
    b. Employment record
    c. Present income
    d. Present capital asset
    e. Present obligations
    f. Payment record
    g. Reputation

D. Sources of Credit Informati

1. Central credit bureaus
2. Dun and Bradstreet
3. Trade references

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havioral Objectives

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risk.

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Topics, Content, Instructional Areas

B. Factors in Granting Credit (3 C's)

1. Character
2. Capacity to earn
3. Capital background

C. Analyzing the 3 C's

1. The application
2. The interview
3. Evaluation of the application
    a. Legal status
    b. Employment record
    c. Present income
    d. Present capital assets
    e. Present obligations
    f. Payment record
    g. Reputation

D. Sources of Credit Information

1. Central credit bureaus
2. Dun and Bradstreet
3. Trade references

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beha The student will:
Prepare a supply of completed credit application forms. Have students analyze these credit applications and assign each a credit rating.	State the five most important items which the applicant must supply on blank to enable the lender to grant
Some sources use 4 C's in granting credit. They consider the general economic conditions prevailing.	
Have students identify the factors that influenced their credit decision on each application.	
Obtain a list of case histories from a local credit institution. Use fictitious names and addresses but develop real cases. Have students make predictions as to the quality of the credit risk.	As these case histories were based locally, it is a simple matter to f results. Compare the predictions wi results. Students should have predi with 80% accuracy. (Evaluation shou bill paying record.) Students shoul list of the three main factors that credit rating.
Have students set a credit limit on the applications previously analyzed.	

stions and Student Activities
h Occupational Clusters

completed credit application forms.
these credit applications and
rating.

's in granting credit. They con-
onomic conditions prevailing.

fy the factors that influenced
n on each application.

e histories from a local credit
ctitious names and addresses but
Have students make predictions
the credit risk.

credit limit on the applications

Evaluation--Correlated With Behavioral Objectives

The student will:

State the five most important items of information which the applicant must supply on the application blank to enable the lender to grant credit.

As these case histories were based on facts obtained locally, it is a simple matter to find out the end results. Compare the predictions with the actual results. Students should have predicted the end result with 80% accuracy. (Evaluation should be based upon the bill paying record.) Students should then compile a list of the three main factors that determine the credit rating.

CREDIT AND COLLECTIONS

Behavioral Objectives	Topics, Content, Instru
The student will be able to:	E. Approving Customers for C 1. Refusing the account 2. Setting the account li a. Based on income an b. Financial obligati c. Estimated purchases
Know the consequences of poor credit account management.	VII. *MANAGING CREDIT ACCOUNTS* A. Recording Credit Sales 1. Small businesses 2. Electronic and mechanic
Identify the various billing methods.	B. Billing 1. Monthly 2. Cycle 3. Descriptive
	C. Controlling Customer Cred 1. Regular account check 2. Accounts receivable led
Devise an effective collection procedure.	D. Collection Procedures 1. Reminders 2. Letters 3. Telephone calls 4. Telegrams 5. Personal collectors 6. Collection agencies 7. Legal action

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avioral Objectives

ble to:

es of poor credit account

s billing methods.

collection procedure.

Topics, Content, Instructional Areas

E. Approving Customers for Credit
   1. Refusing the account
   2. Setting the account limit
      a. Based on income and liabilities
      b. Financial obligations
      c. Estimated purchases

VII. *MANAGING CREDIT ACCOUNTS*

A. Recording Credit Sales
   1. Small businesses
   2. Electronic and mechanical

B. Billing
   1. Monthly
   2. Cycle
   3. Descriptive

C. Controlling Customer Credit Accounts
   1. Regular account check
   2. Accounts receivable ledger

D. Collection Procedures
   1. Reminders
   2. Letters
   3. Telephone calls
   4. Telegrams
   5. Personal collectors
   6. Collection agencies
   7. Legal action

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beha The student will:
Secure a knowledgeable representative from a local finance and credit firm to explain to the class how his firm investigates credit applicants.	Select the five main points as pres representative.
Prepare a case study geared to billing methods. Emphasize the advantages and disadvantages of the various methods and show the consequences of poor credit management.	Compare the advantages and disadvan billing systems.
Have students design a PERT diagram or flow chart using appropriate symbols to show credit operations, starting with policy making and extending through the legal process for collecting overdue accounts.	The students and teacher should rev flow chart or PERT diagram to deter steps must be considered. The five the most important should be develo sheets of paper.

ions and Student Activities Occupational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
representative from a local n to explain to the class how credit applicants.	Select the five main points as presented by the representative.
eared to billing methods. es and disadvantages of the ow the consequences of poor	Compare the advantages and disadvantages of two billing systems.
PERT diagram or flow chart ols to show credit operations, aking and extending through the ecting overdue accounts.	·The students and teacher should review the student's flow chart or PERT diagram to determine how many key steps must be considered. The five steps selected as the most important should be developed on separate sheets of paper.

Behavioral Objectives	Topics, Content, Instruc
The student will be able to:	VIII. *INCREASING THE NUMBER OF CR* A. Sources of New Credit Acc B. Methods of Gaining New Cr
Determine which personal attributes he or she has and which need development.	IX. *QUALIFICATIONS REQUIRED FOR* A. Personal 1. Employment stability 2. Physical stamina 3. Educational qualificati 4. Experience in related f
Identify the knowledges and skills he or she already possesses. Learn those knowledges and skills he or she needs to be successful in this field.	B. Knowledges and Skills 1. Knowledge of a. Business fundamenta b. Bookkeeping or reco c. Salesmanship 2. Skills in a. Operation of office b. Human relations c. Communications d. Arithmetic

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in this field.

Topics, Content, Instructional Areas

VIII. *INCREASING THE NUMBER OF CREDIT CUSTOMERS*

A. Sources of New Credit Accounts

B. Methods of Gaining New Credit Accounts

IX. *QUALIFICATIONS REQUIRED FOR EMPLOYMENT IN CREDIT*

A. Personal

1. Employment stability
2. Physical stamina
3. Educational qualifications
4. Experience in related fields

B. Knowledges and Skills

1. Knowledge of
   a. Business fundamentals
   b. Bookkeeping or recordkeeping
   c. Salesmanship
2. Skills in
   a. Operation of office machines
   b. Human relations
   c. Communications
   d. Arithmetic

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Work with each student in the class to determine levels of knowledge and skills.

Cooperatively develop remedial or developmental programs for each student to reach entry level skills and knowledge.

Evaluation--Correlated With Beha

The student will:

Evaluation at this point should not
student a mark. Rather, it should
the skills and knowledge needed by
or she desires to enter this occupa

ns and Student Activities
cupational Clusters

in the class to determine
skills.

emedial or developmental
nt to reach entry level skills

Evaluation--Correlated With Behavioral Objectives

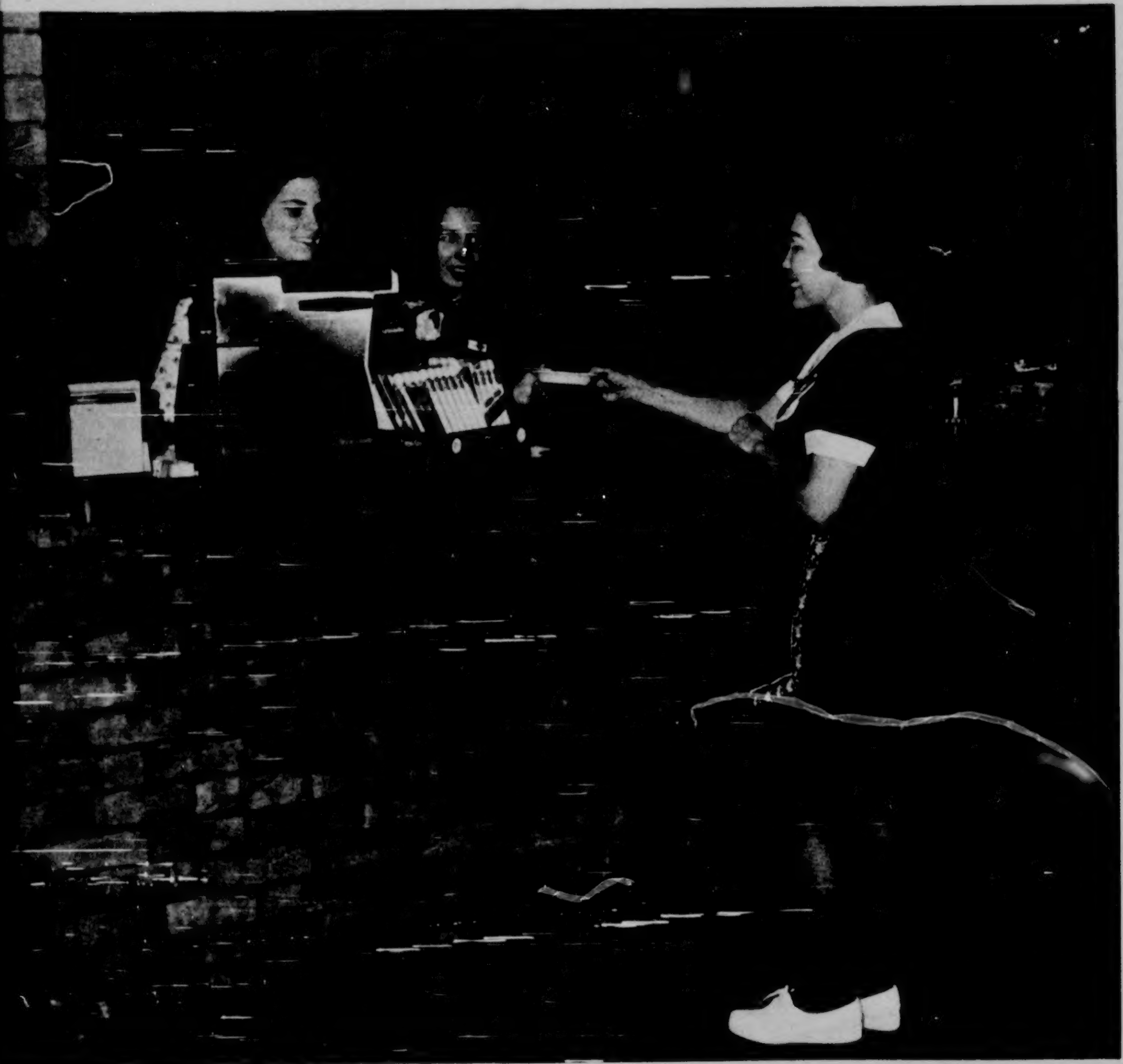
The student will:

Evaluation at this point should not be to give the student a mark. Rather, it should be to determine the skills and knowledge needed by the student if he or she desires to enter this occupational cluster.

[redacted]

Human relations include smiles in the hotel and food services occupations.

HUMAN RELATIONS



uman relations include smiles in the hotel and food services occupations.

HUMAN RELATIONS

RELATED OCCUPATIONAL CLUSTERS
Food Service (4.07); Hotel and Lodging (4.11); Personal Services (4.15)

General Goals:
- To identify the behaviors and attitudes that constitute an effective busi
- To assist the student in acquiring the skills necessary for the identific modification of behavior
- To make the student aware of human relations as it applies to employer, f the customer

Behavioral Objectives

The student will be able to:

Differentiate from a list of personality traits, those that are physical, mental, or emotional.

Analyze acceptable business personality traits and explain why they are necessary for success.

Identify unacceptable business personality traits and recommend steps for modification.

Describe the personality traits that are required for a successful career in one of the occupational clusters in the Food Service, Hotel & Lodging, and Personal Service fields.

Explain the significance of human relations in obtaining cooperation of others in carrying out the goals of the business.

Show how good human relations can increase production and self-satisfaction in the business world.

Identify common problems in maintaining good human relations.

Describe management's role in carrying out the goals of business.

Topics, Content, Instruct

I. *THE EFFECTS OF PHYSICAL, MEN MATURATION UPON PERSONALITY*

II. *FAVORABLE PERSONALITY TRAITS*

A. Ambition

B. Loyalty

C. Concern for Customer

D.

E.

III. *IMPROVING PERSONALITY*

A. Developing Sensitivity to

B. Acquiring Listening Skills

C. Being Objective

D. Becoming Well Informed

E. Using Realism in Appraisin

F. Maintaining Consistent Beh

G. Developing the Capacity to

H. Becoming Able to See Both

I. Making Criticism Construct

RELATED OCCUPATIONAL CLUSTERS

Food Service (4.07); Hotel and Lodging (4.11); Personal Services (4.15)

To identify the behaviors and attitudes that constitute an effective business personality
To assist the student in acquiring the skills necessary for the identification and modification of behavior
To make the student aware of human relations as it applies to employer, fellow employees, and the customer

havioral Objectives

able to:

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satisfaction in the business world.

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Topics, Content, Instructional Areas

I. *THE EFFECTS OF PHYSICAL, MENTAL, AND EMOTIONAL MATURATION UPON PERSONALITY DEVELOPMENT*

II. *FAVORABLE PERSONALITY TRAITS*

- A. Ambition
- B. Loyalty
- C. Concern for Customer
- D. Positive Attitude
- E. Integrity

III. *IMPROVING PERSONALITY*

- A. Developing Sensitivity to People
- B. Acquiring Listening Skills
- C. Being Objective
- D. Becoming Well Informed
- E. Using Realism in Appraising People
- F. Maintaining Consistent Behavior
- G. Developing the Capacity to *Give* as Well as Take
- H. Becoming Able to See Both Sides of a Question
- I. Making Criticism Constructive

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Discuss with students those traits that are physical, mental, and emotional. Then have students compile lists of physical, mental, and emotional personality traits.

Have students contact local firms to determine what employee abilities and traits businessmen prefer. If printed material is available from local firms, obtain copies for use by class members. Determine if various firms seek common traits.

Students can participate in simulations to illustrate desirable and undesirable personality traits of workers in related job clusters.

Have students develop a list of desirable personality traits needed for success. Compare student lists and compile a common positive personality trait list.

Invite community resource people (businessmen, clergy, parents, etc.) to describe human relations as they view them. The Mini-Human Relations Course from The National Conference of Christians and Jews provides several related activities that have particular application here.

Evaluation--Correlated With Beha

The student will:

Given a list of personality traits
physical, mental, or emotional.

From a list of several business pe
select those that are acceptable i

Explain how the unacceptable perso
identified above can be modified i
relations.

Develop a self-improvement plan to
traits they believe they are lacki
for gaining or improving on their p

Describe constructive methods of mo
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Describe three human relations situ
affect production and self-satisfac

s and Student Activities upational Clusters

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es that have particular

Evaluation--Correlated With Behavioral Objectives

The student will:

Given a list of personality traits, describe which are physical, mental, or emotional.

From a list of several business personality traits, select those that are acceptable in good human relations.

Explain how the unacceptable personality traits identified above can be modified into good human relations.

Develop a self-improvement plan to include personality traits they believe they are lacking and the steps for gaining or improving on their personality.

Describe constructive methods of motivating people in the work force of a related occupational area.

Describe three human relations situations that will affect production and self-satisfaction on the job.

Behavioral Objectives

The student will be able to:

Demonstrate three strategies for improving relations with older employees.

Explain how personality traits affect peer group relationships on the job.

Make a self-inventory of his or her abilities or shortcomings and link them to occupational requirements.

Identify prejudices caused by physical, mental, cultural, racial, ethnic, etc. differences.

Rationally describe how personal behavior is influenced by pressures from family and friends.

Show how a manager can communicate effectively with employees.

Explain the need for positive human relations both on and off the job.

Differentiate between structured and unstructured relationships.

Topics, Content, Instruct

IV. *PRINCIPALS OF HUMAN RELATION*

- A. Improving Self-Image
- B. Understanding Your Feelin
- C. Become Sensitive to the Fe
- D. Peer Group Relations
- E. Motivation
- F. Human Relations and the O
- G. Self-Satisfaction in Work

V. *COMMUNICATIONS — Why They Ar*

- A. Differing Perceptions
- B. Preoccupation With Other
- C. Listening Skills
- D. Defensiveness
- E. Anticipating Responses
- F. Criticism - Constructive

VI. *HUMAN RELATIONS ON AND OFF T*

- A. Structured vs. Unstructure
- B. Leadership Styles, i.e., D
  Rein, Autocratic

vioral Objectives

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trategies for improving rela-
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lity traits affect peer group
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how personal behavior is
ures from family and friends.

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r positive human relations both

en structured and unstructured

Topics, Content, Instructional Areas

IV. *PRINCIPALS OF HUMAN RELATIONS*

A. Improving Self-Image
B. Understanding Your Feelings
C. Become Sensitive to the Feelings of Others
D. Peer Group Relations
E. Motivation
F. Human Relations and the Organization
G. Self-Satisfaction in Work

V. *COMMUNICATIONS — Why They Are Different*

A. Differing Perceptions
B. Preoccupation With Other Concerns
C. Listening Skills
D. Defensiveness
E. Anticipating Responses
F. Criticism - Constructive vs. Personal Attacks

VI. *HUMAN RELATIONS ON AND OFF THE JOB*

A. Structured vs. Unstructured Relationships
B. Leadership Styles, i.e., Democratic, Free Rein, Autocratic

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Invite a local psychologist to discuss what motivation is and how it can effect meaningful change in personality development.

Elicit from students the problems that can occur when working with older employees, and how one can work well with others if they see other points of view.

Create a list of characteristics which aid in good peer relationships. Try to discuss the same list from the employer's point of view.

Have students practice listening skills using simulations found in Mini-Human Relations Course, National Conference of Christians and Jews. Students often discover that they often miss important facts or misinterpret what was said.

Discuss the concept of "feedback" and develop role play situations wherein students practice giving each other constructive suggestions as opposed to personal criticism.

Evaluation--Correlated With Behav

The student will:

Given a related occupational clust
typical management structure and b
the benefits and/or restrictions a
a successful operation.

Describe, in complete sentences, fi
five negative personal traits which
with peers on the job.

Demonstrate orally or in writing wh
lack of it can do to a relationship

Develop a check list or other evalu
rate each other on simulations pres
relations.

estions and Student Activities th Occupational Clusters	Evaluation--Correlated With Behavioral Objectives The student will:
chologist to discuss what motivation effect meaningful change in pment.	Given a related occupational cluster, describe a typical management structure and briefly discuss the benefits and/or restrictions as they relate to a successful operation.
ts the problems that can occur older employees, and how one can ers if they see other points of	Describe, in complete sentences, five positive and five negative personal traits which affect relations with peers on the job.
haracteristics which aid in good . Try to discuss the same list s point of view.	Demonstrate orally or in writing what respect or lack of it can do to a relationship.
tice listening skills using simula- i-Human Relations Course, National stians and Jews. Students often often miss important facts or was said.	Develop a check list or other evaluation procedures to rate each other on simulations presented on human relations.
t of "feedback" and develop role erein students practice giving each suggestions as opposed to personal	

Behavioral Objectives

The student will be able to:

Describe the role that human relations play in customer relations.

Explain why employee loyalty is important to the company and to himself.

Explain why some companies include employees in the decision-making process.

Determine what positive personal traits he or she possesses which would contribute to human relations in any of the occupational clusters.

Topics, Content, Instru

VII. *HUMAN RELATIONS AND THE CUS*

A. Tact

B. Courtesy

C.

D.

VIII. *WHAT THE EMPLOYER EXPECTS O*

A. Loyalty

B. Creativity

C. Alertness

D. Integrity

E. Cost Consciousness

F. Desire to Serve Others

G. Ability to Think

H. Ability to Make Decisions

I. Ability to Communicate

J. Ability to Generate New I

K. Knowledge of Human Relati

L. Knowledge of Employer's B

Behavioral Objectives

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Topics, Content, Instructional Areas

VII. *HUMAN RELATIONS AND THE CUSTOMER*

A. Tact
B. Courtesy
C. Respect
D. Desire to Serve

VIII. *WHAT THE EMPLOYER EXPECTS OF YOU*

A. Loyalty
B. Creativity
C. Alertness
D. Integrity
E. Cost Consciousness
F. Desire to Serve Others
G. Ability to Think
H. Ability to Make Decisions
I. Ability to Communicate
J. Ability to Generate New Ideas
K. Knowledge of Human Relations
L. Knowledge of Employer's Business

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have a personnel director or a motel manager explain goals of the business.

Explain the differences between structured and unstructured relationships that are found in related occupational clusters.

Use community business resources to explain what part structured and unstructured relationships play in the business world.

Have students demonstrate the three most common leadership styles and show how each differs in its effect on people and production.

Conduct a class discussion concerning what causes people to react defensively and how communications can be affected by this behavior.

Arrange for small groups of students to observe customer relations techniques at the reservations desk of a hotel or motel.

Invite a local waitress to describe her customer relations experiences.

Discuss the term, "caveat emptor," what it means and how it relates to customer relations.

Have an employer and an employee lead a debate about employee loyalty, integrity, and cost consciousness.

Prepare simulations dealing with management employee relations, training procedures, and management/employee expectations.

Evaluation--Correlated With Beha

The student will:

Give five examples of how human re
the job and how these relationship
unstructured situations.

Define and give examples of structu
relationships.

Describe three leadership styles fo
human relations.

Write the essential elements that d
employer-employee human relations a
strategies for improving and mainta
tionships.

Give his or her solution to a case
employee relations which the teache
personal experience or from the lit

tions and Student Activities
Occupational Clusters

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dealing with management employee
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Evaluation--Correlated With Behavioral Objectives
The student will:

Give five examples of how human relations are used on the job and how these relationships occur in unstructured situations.

Define and give examples of structured and unstructured relationships.

Describe three leadership styles found effective in human relations.

Write the essential elements that determine good employer-employee human relations and include strategies for improving and maintaining such relationships.

Give his or her solution to a case problem in employer-employee relations which the teacher has developed from personal experience or from the literature.

Behavioral Objectives

The student will be able to:

Detail two contrasting employee training programs provided by companies in related job clusters.

Identify what fringe benefits are and what part they play in employer-employee relations.

Topics, Content, Instruc

IX. *WHAT YOU EXPECT FROM THE EM*

A. Instruction on the Job

B. Favorable Working Conditi

C. Fringe Benefits Required

D. A Fair Share of Other Fri

E. Equal Opportunity

F. Humane Treatment

G. Rapport

H. A Career Ladder

avioral Objectives

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ies in related job clusters.

ge benefits are and what part
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Topics, Content, Instructional Areas

IX. *WHAT YOU EXPECT FROM THE EMPLOYER*

A. Instruction on the Job

B. Favorable Working Conditions

C. Fringe Benefits Required by Law

D. A Fair Share of Other Fringe Benefits

E. Equal Opportunity

F. Humane Treatment

G. Rapport

H. A Career Ladder

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students research and discuss with class the pros and cons of job opportunities in the related occupational clusters.

Determine with students what "favorable working conditions" are; and look at associated Federal and State regulations pertaining to working conditions.

Invite a local labor leader to explain fringe benefits, pointing out what benefits can be expected and those that are not standard in the related occupational clusters.

Evaluation--Correlated With Beha

The student will:

Describe three fringe benefits. A
cept of receiving fringe benefits
increments, if he or she agrees.

stions and Student Activities
h Occupational Clusters

rch and discuss with class the
b opportunities in the related
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ents what "favorable working
d look at associated Federal and
ertaining to working conditions.

r leader to explain fringe benefits,
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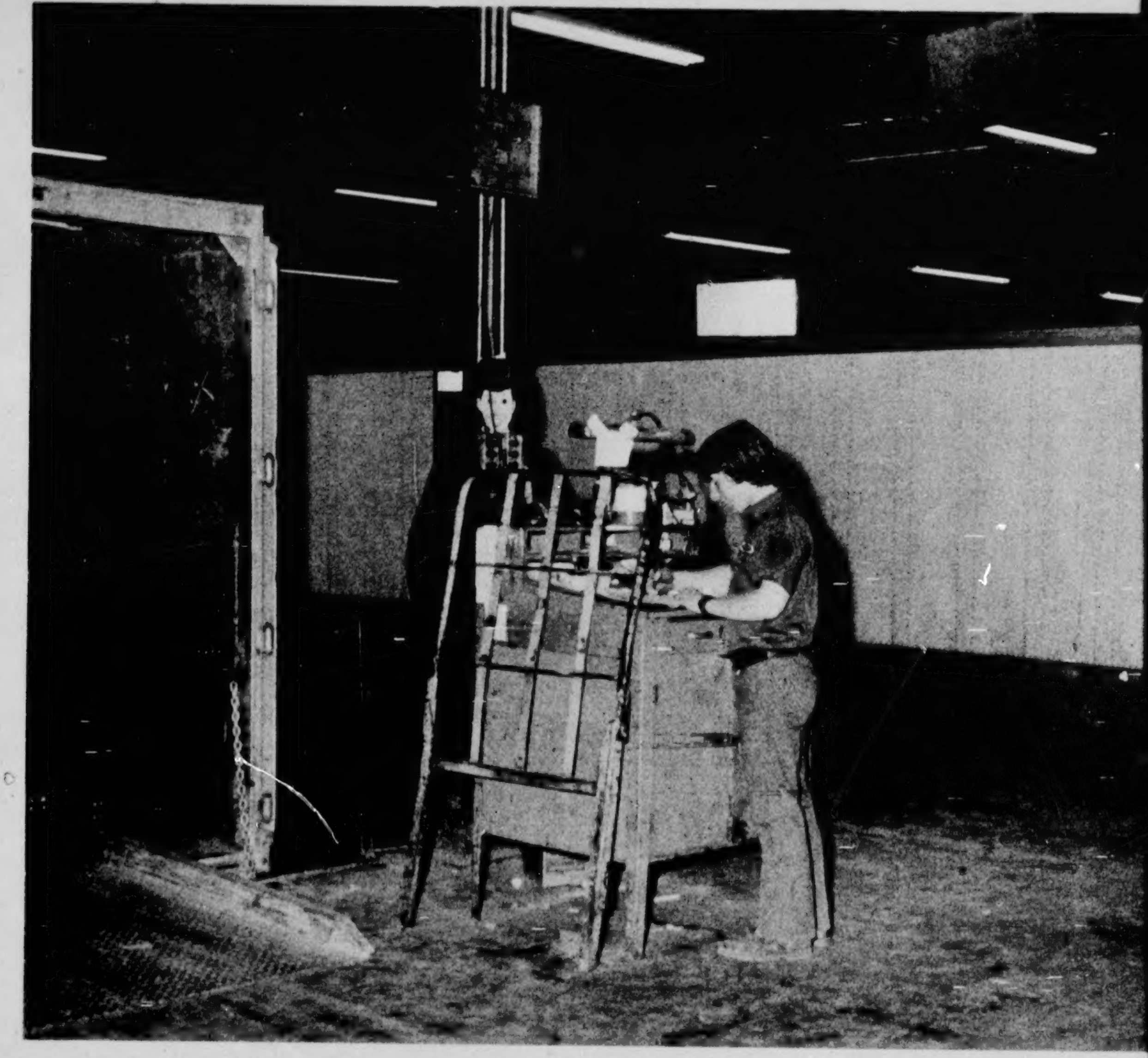
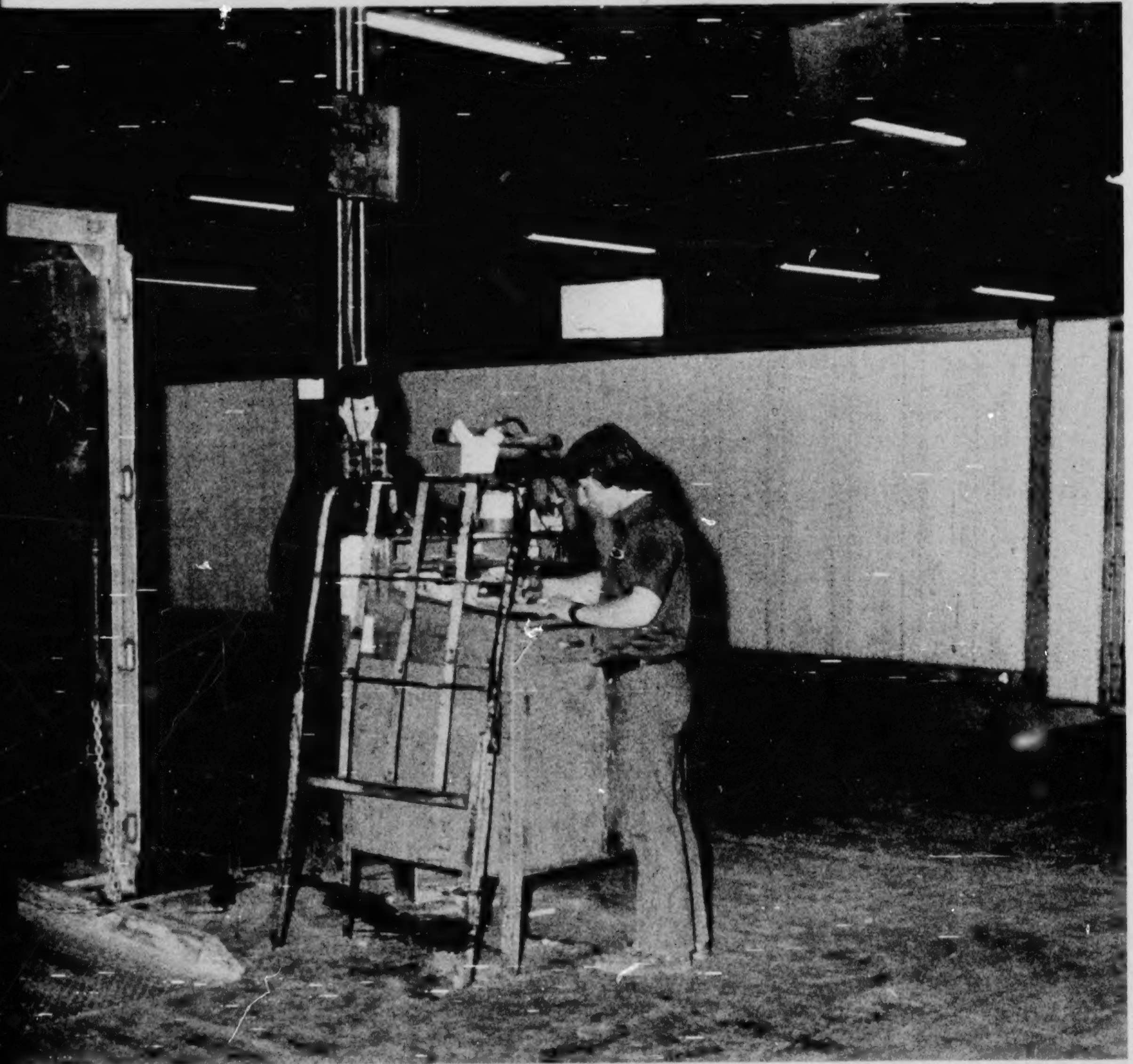
rd in the related occupational

Evaluation--Correlated With Behavioral Objectives
The student will:

Describe three fringe benefits. Also, support the concept of receiving fringe benefits in lieu of salary increments, if he or she agrees.



Recordkeeping begins with the code number given the merchandise by the receiving clerk on the l



with the code number given the merchandise by the receiving clerk on the loading platform.

[redacted]

RECORDKEEPING, MANUAL AND A.D.P.

RELATED OCCUPATIONAL CLUSTERS
Food Distribution (4.06); Warehousing, Wholesali
Transportation (4.19)

General Goals: To familiarize the student with:

- The need for good recordkeeping
- Fundamental business records
- Methods of handling and processing records
- Use of information available from records
- Data processing in recordkeeping

Behavioral Objectives

The student will be able to:

Explain the need for recordkeeping and other controls in business, industry, and public agencies.

Define efficient marketing and distribution management.

Describe the kinds of data needed for efficient management.

Explain why business systems have replaced the personal attention of the owner.

Demonstrate the operation of several cash registers.

Explain the uses of cash registers in retailing.

Use correct methods in recording sales.

Detail the kinds of information it is possible to have on a sales receipt.

Show the need for certain data on charge sales.

Topics, Content, Instru

I. *NEED FOR RECORDKEEPING*

A. Maintains Controls and Ch
Efficient Management

B. Provides Current and Accu

C. Facilitates Preparation a
Budgets

II. *BASIC RECORDS*

A. Sales Receipts

1. Cash sales
   a. Sales slips
   b. Cash register or sa
   computer capability
   c. Cash take
   d. Cash send
2. Sales on credit
   a. Charge slips
   b. Installment sales
   c. Charge take
3. Other
   a. Lay away
   b. Employee discount

RELATED OCCUPATIONAL CLUSTERS
Food Distribution (4.06); Warehousing, Wholesaling and Transportation (4.19)

To familiarize the student with:

- The need for good recordkeeping
- Fundamental business records
- Methods of handling and processing records
- Use of information available from records
- Data processing in recordkeeping

Behavioral Objectives

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receipt.

or certain data on charge sales.

Topics, Content, Instructional Areas

I. *NEED FOR RECORDKEEPING*

- A. Maintains Controls and Checks Necessary for Efficient Management
- B. Provides Current and Accurate Data
- C. Facilitates Preparation and Administration of Budgets

II. *BASIC RECORDS*

- A. Sales Receipts
  1. Cash sales
     - a. Sales slips
     - b. Cash register or sales terminal computer capability
     - c. Cash take
     - d. Cash send
  2. Sales on credit
     - a. Charge slips
     - b. Installment sales
     - c. Charge take
     - d. Charge send
     - e. Sales register
  3. Other
     - a. Lay away
     - b. Employee discount
     - c. Refund or exchange
     - d. Premium money

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Take the class to a warehouse or transportation depot to observe the kinds of operations and jobs necessary in a smoothly functioning system of distribution.

Divide the class into small groups to visit local businesses, industries, libraries, and government offices to determine what methods are used to process information.

Collect samples of business papers such as purchase orders, freight bills, and invoices and discuss their input roles in recordkeeping.

Have students determine the sources of information used to prepare bills of lading and other transportation documents.

Bring in an accountant to discuss the importance of records in a business.

Give the students working in part-time jobs the opportunity to bring in the sales forms they use and explain the importance of good handwriting and accuracy.

Let cash register salesmen demonstrate their equipment and explain the accompanying systems software.

Evaluation--Correlated With Beha
The student will:

List seven jobs in the transportati
two duties of each.

Name five types of warehouses and d
offered.

Given a list of 20 physical distrib
decide which are warehousing, which
and which are wholesaling.

List six items of information a fir
sales slip.

In an oral or written report of 250
plain how one type of cash register
keeping device.

ions and Student Activities
Occupational Clusters

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in the sales forms they use
tance of good handwriting and

esmen demonstrate their equip-
accompanying systems software.

Evaluation--Correlated With Behavioral Objectives
The student will:

List seven jobs in the transportation field and give two duties of each.

Name five types of warehouses and describe the services offered.

Given a list of 20 physical distribution activities, decide which are warehousing, which are transportation, and which are wholesaling.

List six items of information a firm could have on a sales slip.

In an oral or written report of 250 words or less, explain how one type of cash register is a recordkeeping device.

Behavioral Objectives

The student will be able to:

Describe several methods of taking inventory.

Outline several ways of handling data.

Explain the data shown on price tag in a unit control system.

State the primary benefits of unit control.

Define the terms used in an Income Statement.

Make a simple analysis of a Balance Sheet.

Define net profit.

Topics, Content, Instruc

B. Merchandise and Inventory
   1. Physical 5.
   2. Book (perpetual) 6.
   3. Beginning inventory 7.
   4. Ending inventory 8.

C. Unit Control
   1. Record of sales and inv
   2. Check list system
   3. Item control system

D. Business Statements
   1. Income Statement
      a. Gross income c.
      b. Net income
   2. Balance sheet
      a. Assets c.
      b. Liabilities

E. Miscellaneous Records
   1. Want slips 4.
   2. Custom orders 5.
   3. Sale of "as is" merchandise

III. *WAYS OF HANDLING BASIC RECO*

A. Manual
   1. Hand
   2. Adding machine
   3. Calculator

NUAL AND A.D.P.

Behavioral Objectives

be able to:

methods of taking inventory.

ways of handling data.

shown on price tag in a unit

y benefits of unit control.

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t.

Topics, Content, Instructional Areas

B. Merchandise and Inventory Records

1. Physical
2. Book (perpetual)
3. Beginning inventory
4. Ending inventory
5. Want slips
6. Price tags
7. Purchase orders
8. Invoices

C. Unit Control

1. Record of sales and inventory in units
2. Check list system
3. Item control system

D. Business Statements

1. Income Statement
   a. Gross income
   b. Net income
   c. Expenses
2. Balance sheet
   a. Assets
   b. Liabilities
   c. Net worth

E. Miscellaneous Records

1. Want slips
2. Custom orders
3. Sale of "as is" merchandise
4. Premium money sales
5. Other

III. *WAYS OF HANDLING BASIC RECORDS*

A. Manual

1. Hand
2. Adding machine
3. Calculator

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Discuss the use of sales slips, sales taxes, and the cashier's daily report form.

Discuss methods of merchandise handling and storage procedures.

Ask students how a store can prevent being out of stock in frequently sold items.

Discuss what gives the seller information on when to mark down or mark up the price of an item.

Have cooperative education students bring in samples of price tags and explain the coding on each.

Let the class try to draw up the internal design and organization of a wholesale food warehouse.

Study the examples in Lewis' book on *How to Keep Merchandising Records*.

The University of Texas has a useful publication on warehousing entitled *Stockkeeping Workbook*.

Have students develop personal balance sheets of their own assets, liabilities, and net worth.

Discuss the use of business machines to record sales transactions.

Evaluation--Correlated With Behav
The student will:

Prepare a receiving report to cover
ment of goods or to compare with th

Differentiate between physical inven
inventory.

Identify five kinds of price tickets
drawings and give two uses for each.
of information needed on a price tic

Select the proper price ticket for f
merchandise to be marked as describe

Decide whether 10 selected items sho
unit control or a dollar control sys
reason for each answer.

Define the major parts of an Income
and/or a Balance Sheet.

Name five types of businesses that u
register as a recording device.

Outline the steps used in cashing ou
grocery order.

ons and Student Activities
ccupational Clusters

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s, and net worth.

iness machines to record sales

Evaluation--Correlated With Behavioral Objectives
The student will:

Prepare a receiving report to cover an incoming shipment of goods or to compare with the purchase order.

Differentiate between physical inventory and book inventory.

Identify five kinds of price tickets from outline drawings and give two uses for each. List five kinds of information needed on a price ticket.

Select the proper price ticket for five kinds of merchandise to be marked as described.

Decide whether 10 selected items should be under a unit control or a dollar control system and give a reason for each answer.

Define the major parts of an Income Statement and/or a Balance Sheet.

Name five types of businesses that use the cash register as a recording device.

Outline the steps used in cashing out a customer's grocery order.

RECORDKEEPING, MANUAL AND A.D.P.

Behavioral Objectives

The student will be able to:

Give the advantages of automation.

Describe the functions of mechanical and electronic data processing of business records.

Explain the computer capabilities of various systems and sales input capabilities.

Topics, Content, Instruc

B. Mechanical

1. Accounting machines
2. Cash register distribut

C. Electronic

1. Key punch
2. Sorter
3. Interpreter
4. Calculator
5.
6.
7.
8.

IV. *COMPUTER OPERATION*

A. Recording Data

B. Classifying Data

C. Sorting Data

D. Calculating Data

E. Storing Data

F. Retrieval of Data

G. Communicating Data

1. Sales analysis
2. Stock runs
3. Merchandiser reports

H. Reproducing Data

UAL AND A.D.P.

hhavioral Objectives

able to:

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tions of mechanical and electronic
f business records.

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input capabilities.

Topics, Content, Instructional Areas

B. Mechanical
  1. Accounting machines
  2. Cash register distribution

C. Electronic
  1. Key punch
  2. Sorter
  3. Interpreter
  4. Calculator
  5. Reproducer
  6. Collator
  7. Accounting tabulator
  8. Paper tape typewriter and reader

IV. *COMPUTER OPERATION*

A. Recording Data

B. Classifying Data

C. Sorting Data

D. Calculating Data

E. Storing Data

F. Retrieval of Data

G. Communicating Data
  1. Sales analysis
  2. Stock runs
  3. Merchandiser reports

H. Reproducing Data

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have students read portions of *Understanding Computers* by Drowley and give brief reports to the class.

Obtain reprints of the June 5, 1971, article on computers in *Business Week*.

NCR has a good booklet on *Money Safeguarding Procedures*.

Study *Indiana University's* "training plans" in food distribution and transportation.

Evaluation--Correlated With Beha

The student will:

In approximately 250 words, respond
Is increased use of electronic dat
large distributors causing small bu
their ability to compete?

Prepare an oral or written report o
on the need for recordkeeping.

stions and Student Activities
h Occupational Clusters

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the June 5, 1971, article on *ss Week*.

let on *Money Safeguarding Procedures*.

rsity's "training plans" in food ansportation.

Evaluation--Correlated With Behavioral Objectives

The student will:

In approximately 250 words, respond to the question: Is increased use of electronic data processing by large distributors causing small businessmen to lose their ability to compete?

Prepare an oral or written report of 150 words or more on the need for recordkeeping.

A warehouse operation in international trade.

A warehouse operation in international trade.

BUSINESS AND GOVERNMENT RELATIONS

RELATED OCCUPATIONAL CLUSTERS
International Trade (4.14)

General Goals:
- To acquaint the student with the laws relevant to business
- To identify those regulations which affect a business
- To develop awareness of laws which relate to the student

Behavioral Objectives

The student will be able to:

[illegible]ve the [illegible]jectives of unions.

Explain the need for licensing in certain businesses.

Give reasons for health standards in certain businesses.

Explain why business legislation is needed.

Identify the basic types of anti-trust and resale price maintenance laws.

Topics, Content, Instruct

I. *EMPLOYER-EMPLOYEE RELATIONS*

A. Labor Laws and Union Regul

1. Wagner Act
   a. Organization of unior
   b. Purpose of union
   c. Labor practices
      . Fair
      . Unfair
2. Taft-Hartley Law — settle
   a. Collective bargainin
   b. Mediation
   c. Arbitration
3. Labor-Management Reportin mandated reporting to gov
4. Fair Employment Practices discrimination
5. Fair Labor Standards Act control
   a. State regulation
   b. Federal regulation
6. Licensing Laws
   a. Who can go into busin
   b. Health standards
   c. Regulation of certain

B. Business Regulation

1. Sherman Anti-Trust Act
2. Robinson-Patman Act
3. Federal Food, Drug and Co

RELATED OCCUPATIONAL CLUSTERS
International Trade (4.14)

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. To identify those regulations which affect a business
. To develop awareness of laws which relate to the student

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Topics, Content, Instructional Areas

I. *EMPLOYER-EMPLOYEE RELATIONS*

A. Labor Laws and Union Regulation

1. Wagner Act
    a. Organization of unions
    b. Purpose of union
    c. Labor practices
        . Fair
        . Unfair
2. Taft-Hartley Law — settles disputes through:
    a. Collective bargaining
    b. Mediation
    c. Arbitration
3. Labor-Management Reporting and Disclosure Act — mandated reporting to government
4. Fair Employment Practices Act — forbids discrimination
5. Fair Labor Standards Act — wages and hours control
    a. State regulation
    b. Federal regulation
6. Licensing Laws
    a. Who can go into business or profession
    b. Health standards
    c. Regulation of certain goods and services

B. Business Regulation

1. Sherman Anti-Trust Act
2. Robinson-Patman Act
3. Federal Food, Drug and Cosmetic Act

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Secure copies of labor laws, discuss them, and post them on the bulletin board.

Labor periodicals are good sources for articles giving the Union point of view on current issues.

Form student teams to go to the library and research the provisions of the various labor laws concerning employer-employee relations.

After completing library research, have the teams explain the contribution of each law to the benefit of the employees.

Discuss the benefits of government labor regulation as compared to no regulation.

Discuss the need for government regulation of food and drugs in our businesses.

Evaluation--Correlated With Beha

The student will:

List three objectives of unions.

Write a report of about 200 words
the Wagner Act and the Taft-Hartley

After interviewing real estate or
barbers or beauticians, certified
or attorneys, etc., give reports o
ments for selected professions.

Identify, from a list of occupatio
licenses and which require passage

Make a short presentation on the n
protection from monopolies.

Write an essay on how the consumer
Pure Foods, Drug and Cosmetic Act.

ions and Student Activities
Occupational Clusters

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various labor laws concerning
ations.

ary research, have the teams
ion of each law to the benefit

of government labor regulation as
tion.

government regulation of food and
es.

Evaluation--Correlated With Behavioral Objectives

The student will:

List three objectives of unions.

Write a report of about 200 words on the purposes of the Wagner Act and the Taft-Hartley laws.

After interviewing real estate or insurance salesmen, barbers or beauticians, certified public accountants or attorneys, etc., give reports on licensing requirements for selected professions.

Identify, from a list of occupations, which require licenses and which require passage of a written exam.

Make a short presentation on the need for government protection from monopolies.

Write an essay on how the consumer is protected by the Pure Foods, Drug and Cosmetic Act.

BUSINESS AND GOVERNMENT RELATIONS

Behavioral Objectives

The student will be able to:

Explain the need for government protection from monopolies.

Provide the reasons for government regulation of food, drugs and cosmetics.

Describe how Fair Trade laws operate.

Discuss trademarks and their value in marketing and distribution of products.

Explain pricing and how it is affected by competition.

State the information required on packages and labels.

Show the need for packaging and labeling.

List the essential elements of a legal contract.

Analyze the need for and use of ecology legislation.

Describe intelligently the present status of the "consumer movement."

Explain the meaning of Gross National Product and its effect on the economy.

Topics, Content, Instruct

B. Business Regulation (Cont'd

4. Fair Trade Laws
    a. Miller-Tydings
    b. State Laws
5. Trademark Act
6. Commissions
    a. Federal Trade Commiss
    b. Federal Communication
    c. Interstate Commerce C
7. Local zoning regulations
8. Taxation regulation
    a. Transfer tax
    b. Mercantile tax
    c. Occupational tax
    d. Sales and use tax
    e.
    f.
    g.
9. Credit Regulations
    a. Small loan laws
    b. Consumer credit charg
10. Packaging Regulation
    a. Pricing
    b. Size
    c. Contents
    d. Information on labels
    e.
    f.
    g.
11. Uniform Commercial Code
    a. Contracts - orders, e
    b. Warranties
    c. Agency
12. Motor Vehicle Regulations
    a. Compulsory insurance
    b. Safety regulations
13. Ecology Regulation
    a. Garbage disposal
    b. Sewage and waste

ENT RELATIONS

avioral Objectives

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Topics, Content, Instructional Areas

B. Business Regulation (Cont'd)

4. Fair Trade Laws
   a. Miller-Tydings
   b. State Laws
5. Trademark Act
6. Commissions
   a. Federal Trade Commission
   b. Federal Communications Commission
   c. Interstate Commerce Commission
7. Local zoning regulations
8. Taxation regulation
   a. Transfer tax
   b. Mercantile tax
   c. Occupational tax
   d. Sales and use tax
   e. Employee tax
   f. Chain store tax
   g. Income taxes
      - partnership
      - corporation
      - individual
9. Credit Regulations
   a. Small loan laws
   b. Consumer credit charge laws
10. Packaging Regulation
    a. Pricing
    b. Size
    c. Contents
    d. Information on labels
    e. Instructions
    f. Care instructions
    g. Warnings
11. Uniform Commercial Code
    a. Contracts - orders, etc.
    b. Warranties
    c. Agency
12. Motor Vehicle Regulations
    a. Compulsory insurance
    b. Safety regulations
13. Ecology Regulation
    a. Garbage disposal
    b. Sewage and waste

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Have a debate on the advantages and disadvantages of fair trade laws.

Various trademark symbols can be mounted on paper and reproduced; and the students asked to identify the manufacturers.

Discuss the relationship of advertising to trademarks and their recognition by the consumer.

Discuss the operation of the U.S. Government Patent Office and its protection function.

Request the program manager of a local TV or radio station to discuss government regulation of radio or TV with the class.

Invite the chairman of the local zoning board or the local building inspector to discuss zoning regulations in the community and their enforcement.

Have the students bring in examples of various containers and discuss labeling, other uses of empty package, and possible pollution effects.

The current arguments of environmentalists vs. industry regarding ecology and pollution are the bases for a student debate.

Have a local business leader discuss how his company is effected by ecology regulations.

Evaluation--Correlated With Be

The student will:

Give three advantages to the consu
and Resale Price Maintenance.

Give three uses or attributes of a
name.

State five kinds of media the Fede
Commission regulates.

Indicate the information required,
appear on the package and/or label

Take a matching test of legal term
definitions.

The class may be divided into debat
and cons of the several consumer is
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effectiveness of their arguments, h
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n Occupational Clusters

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labeling, other uses of empty
pollution effects.

of environmentalists vs. industry
pollution are the bases for a

leader discuss how his company
y regulations.

Evaluation--Correlated With Behavioral Objectives

The student will:

Give three advantages to the consumer of Fair Trade and Resale Price Maintenance.

Give three uses or attributes of a trademark or brand name.

State five kinds of media the Federal Communications Commission regulates.

Indicate the information required, by law, which must appear on the package and/or label.

Take a matching test of legal terms with appropriate definitions.

The class may be divided into debate teams on the pros and cons of the several consumer issues led by Ralph Nader. Students can be awarded points on the effectiveness of their arguments, how well prepared, delivery, etc.

BUSINESS AND GOVERNMENT RELATIONS

Behavioral Objectives

The student will be able to:

Contrast the effects of imports and exports on the economy.

Name those countries which make up the European Common Market.

Name some U.S. Businesses involved in overseas trade.

Compare business ownership in foreign countries with their counterparts in the U.S., i.e., regulations, tariffs, taxes.

Analyze problems in dealing in foreign markets.

Describe the activities of businesses involved in foreign markets (i.e., language, directions, and instructions, etc.).

Explain the differences between letters of credit, drafts, and trade acceptances.

Topics, Content, Instruct

B. Business Regulation (Cont'd

14. Regulation of trading on
15. Consumer Protection laws
16. Government Reports
    a. GNP
    b. Cost of living
    c. SBA
    d. U.S. Department of C
    e. Chamber of Commerce

II. *INTERNATIONAL RELATIONS*

A. Foreign Market Importance

1. Dollar volume
    a. Exports and imports
    b. Percentage of GNP
    c. Balance of trade
    d. Balance of payments
2. New areas
    a. Japan
    b. South America
    c. Africa
    d. China
    e. Ru
    f. Co
    g. Ot

B. Development of Overseas Mar

1. Differences from U.S. ma
    a. Population
    b. Income
    c. Language
    d. Tr
    e. Li
    f. Ch
2. Financial devices
    a. Letters of credit
    b. Drafts
    c. Trade acceptances
3. Advertising media
    a. Social traditions
    b. Local competition

T RELATIONS

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Topics, Content, Instructional Areas

B. Business Regulation (Cont'd)

14. Regulation of trading on stocks and bonds
15. Consumer Protection laws
16. Government Reports
    a. GNP
    b. Cost of living
    c. SBA
    d. U.S. Department of Commerce
    e. Chamber of Commerce

II. *INTERNATIONAL RELATIONS*

A. Foreign Market Importance

1. Dollar volume
    a. Exports and imports
    b. Percentage of GNP
    c. Balance of trade
    d. Balance of payments
2. New areas
    a. Japan
    b. South America
    c. Africa
    d. China
    e. Russia
    f. Common Market (Europe)
    g. Other untapped areas

B. Development of Overseas Market

1. Differences from U.S. markets
    a. Population
    b. Income
    c. Language
    d. Tradition
    e. Literacy
    f. Channels of distribution
2. Financial devices
    a. Letters of credit
    b. Drafts
    c. Trade acceptances
3. Advertising media
    a. Social traditions
    b. Local competition

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beh The student will:
Have the students read the financial pages of the local newspapers and discuss how the business climate reacts to national and foreign economic news. Have a representative of local industry discuss the effect of foreign markets on the U.S. and local economy and foreign products on local markets.	Locate on an appropriate map the co up the European Common Market.
Show how goods that may be no longer in demand locally may still be welcome in foreign markets and vice versa.	Describe the problems that must be business markets a product in a for

ions and Student Activities Occupational Clusters	Evaluation--Correlated With Behavioral Objectives
	The student will:
the financial pages of the iscuss how the business climate foreign economic news.	Locate on an appropriate map the countries that make up the European Common Market.
of local industry discuss the ts on the U.S. and local economy local markets.	
be no longer in demand locally foreign markets and vice	Describe the problems that must be solved when a business markets a product in a foreign country.

MARKETING MANAGEMENT

Marketing management of food and petroleum distribution has become important to us personally as

f food and petroleum distribution has become important to us personally as well as in business.

N-1

MARKETING MANAGEMENT

RELATED OCCUPATIONAL CLUSTERS
Food Distribution (4.06); Petroleum Marketing (4

General Goals:
- To enable students to recognize the role of marketing management
- To identify the elements of successful business organization
- To acquaint students with the major types of business organizations
- To recognize the strengths and weaknesses of the various types of marke

Behavioral Objectives	Topics, Content, Instr
The student will be able to:	I. *WHAT IS MARKETING MANAGEMEN*
Describe the purposes of marketing management.	A. Organization B. Purpose
Identify the formal types of organizational structures.	II. *TYPES OF ORGANIZATIONAL STR* A. Formal 1. Line 5. Ge 2. Staff 6. Co 3. Line and staff 7. Ce 4. Functional 8. De
Explain the advantages and disadvantages of each type of organizational structure.	
Have selected students draw on the chalkboard the chain of distribution of oil products from the oil well to the automobile.	B. Informal
Compare the advantages and disadvantages of the various legal ownership forms.	III. *FORMS OF OWNERSHIP* A. Sole Proprietorship - Adva Disadvantages
Identify individually owned, partnership, and corporate businesses in the community.	B. Partnerships 1. Types of partnerships a. General b. Silent c. Limited d. Secret 2. Advantages and disadvant

NT

RELATED OCCUPATIONAL CLUSTERS
Food Distribution (4.06); Petroleum Marketing (4.16)

. To enable students to recognize the role of marketing management
. To identify the elements of successful business organization
. To acquaint students with the major types of business organizations
. To recognize the strengths and weaknesses of the various types of marketing organizations

Behavioral Objectives

e able to:

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ntages and disadvantages of each
tional structure.

udents draw on the chalkboard the
ution of oil products from the oil
nobile.

ntages and disadvantages of the
nership forms.

ually owned, partnership, and
sses in the community.

Topics, Content, Instructional Areas

I. *WHAT IS MARKETING MANAGEMENT?*

- A. Organization
- B. Purpose

II. *TYPES OF ORGANIZATIONAL STRUCTURE*

- A. Formal
  1. Line
  2. Staff
  3. Line and staff
  4. Functional
  5. Geographic
  6. Committee
  7. Centralized
  8. Decentralized
- B. Informal

III. *FORMS OF OWNERSHIP*

- A. Sole Proprietorship - Advantages and Disadvantages
- B. Partnerships
  1. Types of partnerships
     a. General
     b. Silent
     c. Limited
     d. Secret
  2. Advantages and disadvantages of partnership

Teaching Suggestions and Student Activities Correlated With Occupational Clusters	Evaluation--Correlated With Beha The student will:
Have a committee of students tape an interview with a local supermarket manager on the topic, "Organization and Purpose of Marketing Management in the Food Distribution Business." Discuss in class.	List the five most important reaso ganization is necessary. These re rank order of their importance and upon the food distribution busines
Collect and/or design organization charts of local supermarkets and service stations. Prepare a display of them and discuss in class.	Design an organizational chart for and a service station. List the fi categories and at least five staff
Have students design organization charts for service stations and supermarkets that encompass all of the types of organizations, not just those in use.	Write a short defense of or attack of food or oil, based upon the econ of these products.
Have a debate between students taking a positive position concerning the partnership formation in a service station or a food store presently operated as a sole proprietorship and those taking the negative position. (The corporation might be included as a third alternative.)	Describe the advantages and disadva of legal organization.
Conduct a field study in which students classify local businesses according to their legal organization.	

tions and Student Activities
Occupational Clusters

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nager on the topic, "Organization
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s." Discuss in class.

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n students taking a positive
the partnership formation in a
food store presently operated as
p and those taking the negative
oration might be included as a

y in which students classify local
to their legal organization.

Evaluation--Correlated With Behavioral Objectives

The student will:

List the five most important reasons why business organization is necessary. These reasons should be in rank order of their importance and should be based upon the food distribution business.

Design an organizational chart for both a supermarket and a service station. List the five major line categories and at least five staff positions.

Write a short defense of or attack upon the high costs of food or oil, based upon the economics of distribution of these products.

Describe the advantages and disadvantages of each type of legal organization.

Behavioral Objectives

The student will be able to:

Describe the characteristics and requirements of individual ownership, partnership, and corporate structure.

Explain the responsibilities of the individual in each of the three major legal ownership forms.

Identify the advantages and disadvantages of cooperatives.

Recognize the steps necessary to form a cooperative.

Know what is meant by the term "franchise."

Be familiar with the reasons for the rapid growth of franchises in the United States.

Identify and classify the types of franchises.

Recommend and defend the choice of a type of franchise for each of two businesses.

List at least one distinguishing feature of five types of franchises.

Topics, Content, Instru

C. Corporations
  1. Types of corporations
     a. Public
     b. Private
  2. Ownership of corporation
     a. Common stock
     b. Preferred stock
  3. Management
  4. Returns on investment
  5. Bonds
  6. Formation of the corpora
  7. Advantages and disadvant corporation

D. Cooperatives
  1. Formation
  2. Advantages and disadvant

IV. *FRANCHISING OWNERSHIP*

A. Characteristics of Franchi

B. Evaluation of a Franchise

C. Forms of Franchising
  1. Conventional
  2. Distributorship
  3. Licensed
  4. Manufacturing
  5. Service

D. Advantages and Disadvantage

E. Advantages and Disadvantage

F. Developing a Franchise Plan

havioral Objectives

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Topics, Content, Instructional Areas

C. Corporations

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5. Bonds
6. Formation of the corporation
7. Advantages and disadvantages of the corporation

D. Cooperatives

1. Formation
2. Advantages and disadvantages

IV. *FRANCHISING OWNERSHIP*

A. Characteristics of Franchises

B. Evaluation of a Franchise Contract

C. Forms of Franchising

1. Conventional
2. Distributorship
3. Licensed
4. Manufacturing
5. Service

D. Advantages and Disadvantages to the Franchisor

E. Advantages and Disadvantages to the Franchisee

F. Developing a Franchise Plan

Teaching Suggestions and Student Activities Correlated With Occupational Clusters

Ask each student to discuss the individual responsibilities of individuals in each of the three major categories of legal onwership forms, with local service station and food store operators. Discuss their reports in class.

Form a temporary cooperation in class for fund raising. Sell stock and have board and stockholder meetings.

Form a temporary consumer cooperative in class for fund raising or a junior achievement project. Conduct meetings and business in a practical manner.

Have a student interested in photography take pictures of the signs of franchise operation of service stations and food stores. Discuss each in class, defining franchises and pointing out why they are so prevalent.

Develop a case study of a food and/or petroleum outlet and the choice of franchises. Explain each and point out the advantages and disadvantages.

Plan the opening of a hypothetical food store or service station in the local community. Have students recommend and defend the choice of a type of franchise for each.

Evaluation--Correlated With Behav

The student will:

Compile a list of matching stateme advantages and disadvantages of ea ownership.

Outline the factors contributing to franchises in the local community. should be placed upon service stati franchises.

Select a local food and/or service have students appraise it by listi it has or has not been successful.

Provide at least one distinguishing of the five types of franchises.

tions and Student Activities
Occupational Clusters

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Evaluation--Correlated With Behavioral Objectives
The student will:

Compile a list of matching statements featuring the advantages and disadvantages of each form of legal ownership.

Outline the factors contributing to the growth of franchises in the local community. Particular emphasis should be placed upon service station and food franchises.

Select a local food and/or service station business and have students appraise it by listing the reasons why it has or has not been successful.

Provide at least one distinguishing feature of each of the five types of franchises.